

## DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Todd County Schools

**LOCATION** Elkton, Kentucky

**PLAN YEAR(S)** 2022-2023



[todd.kyschools.us](http://todd.kyschools.us)

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## Planning Team

**District Staff** [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, etc.]

Charles Case; Chief Information Officer/District Technology Coordinator

Russell Wilson: District Site Based Technician

Ghan Smith; District Site Based Technician

Wendy Duvall; Assistant Superintendent

Jennifer Pope; Director of District Wide Services

Mark Thomas; Superintendent

Jon Beard, District Site Based Technician

**Building Staff** [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]

David Carmichael; Principal, TCMS

Bruce Voth; Principal, NTES

Jennifer Oyler; Principal, STES

Lee Quarles; Principal, TCCHS

Hal Bedell; Principal, Horizons Academy

Kendra Haley; Assistant Principal, STES

**Additional District Contributors** [Recommended to include board members, SBDM members, program directors, etc.]

Sarah Penick; Teacher, TCMS

Wendy Henderson; Teacher, NTES

Brooke Waggoner; Teacher, TCCHS

Amanda Kennedy; Teacher, TCCHS

Stephanie Conquest; Teacher, STES

Michaela Boisseau; Teacher NTES

Kaitlyn Morris; Teacher, NTES

Cindy Matthews; Teacher TCCHS

**Students** [Recommended to include middle and/or high school students ]

Ryan Hurt; TCCHS, Student Help Desk

Joshua Pogue; TCCHS, Student Help Desk

**Other** [parents/community members, business and nonprofit leaders, etc. ]

## Previous Plan Evaluation

In this section include a discussion of the “expiring” (*previous year’s*) plan using the prompts below. Attempt to limit your narrative to the space provided.

### *What goals were met?*

We implemented and installed interactive touch screen flat panels in all classrooms, district wide. Touch screen panels provide the latest interactive teaching tool for modern, connected, and interactive classrooms. Interactive touch screen flat panels allow the teacher to create and show any content on the screen to the class from their computer. Teachers can then connect students on their devices to the LED for interactive and collaborative lessons. With a high resolution and low glare image, even the smallest of text is easy to read on the LED, meeting the adaptive needs of the classroom. Multi-touch allows the teacher to control and annotate over any application that is running, directly from the screen. Touch screen flat panels enable content delivery, student collaboration, and casting of content through an interactive classroom device. Content can be added through a browser and various file formats, including the learning management platform Google Classroom and curriculum software.

The technology department also assisted and provided opportunities for students to participate in high-quality summer learning and enrichment programs, with a focus on addressing the needs of student groups disproportionately affected by COVID-19. Summer enrichment and acceleration programs were used to maintain engagement, address the academic, social, emotional, and mental health needs of all students.

Purchased laptop devices for instructional staff to manage/access student data and provide varied instructional delivery

### *Goals that were not met or didn't have the expected outcomes?*

In our evaluation process, data from indicators and goals were measured. If goals are not met then a plan will be created to meet the remaining goals. Data obtained from these goals will come from observations, academic achievements, and technology planning and usage. This data will be shared with appropriate personnel and stakeholders as needs arise.

### *Areas of improvement? / Areas/goals that are no longer relevant?*

Our students will be prepared for using technology tools and resources for writing, research, and project-based skills that align to the KY Academic Standards and meet the goals for College/Career Readiness because our district academic goals align to 21st century learning and achievement. By increasing technology access and usage, we are developing critical thinking skills while preparing our students for the technical work force and possible educational opportunities that require a high level of technological expertise. This is an ongoing process that will continue to be evaluated and improved upon at our school and district level.

## *Areas/goals that are no longer relevant?*

In our evaluation process, data from indicators and goals were measured. If goals are not met then a plan will be created to meet the remaining goals. Data obtained from these goals will come from observations, academic achievements, and technology planning and usage. This data will be shared with appropriate personnel and stakeholders as needs arise.

## *Needs that emerged after evaluation of the previous plan?*

Indicators and accountability measures will be used to evaluate the extent to which activities are effective in integrating technology into the curricula and instruction and enable students to meet challenging state academic standards. Detailed learning plans that follow district curriculum maps are used to document progress. These plans must adhere to KY Academic Standards and evidence such as student work, assessment, and items posted on their individual websites must demonstrate mastery of each of the KCAS. Digital projects are a huge component in the Kentucky Academic Standards for Technology and true integration of technology must be evident when observations take place. Career certification documentation is also an indicator of the district's progress toward raising student and teacher academic achievements.

In order for students to gain technological competencies and to be contributing citizens in an evolving digital society, they must receive an education that incorporates technology literacy at all levels as shown in the strategies listed below. Using teaching and learning standards as a foundational basis, all Todd County School District technology learning goals and strategies describe activities that support academic achievement. This academic achievement shows our focus on college and career pathways. Students will be immersed in authentic, engaging instructional practices, and project-based technologies that align with their college and career focus. Engagement in the curriculum at all levels is enhanced when instructional technology is routinely incorporated into daily lessons.

## New Plan Preview

This is a high-level overview or executive summary of the plan as a whole. Attempt to limit your narrative to the space provided below.

[See [Technology Planning section of KETS Master Plan](#) for more information]

*How did you and the planning team decide on the goals for this plan?*

The Todd County School District Technology Plan was developed through a committee process involving stakeholders from across the district. Members of the Technology Department, including the CIO/DTC, District Site Base Technicians, school administration, district administration, teacher representative, and student representatives. The technology plan will be evaluated and measured against the goals stated within this plan to ensure successful technology implementation across the Todd County School District. The Todd County School District Technology Plan is reviewed and updated annually. In order to achieve the goals and strategies outlined in this plan, educators must have varied opportunities for ongoing and continuous training in the integration of technology tools to ensure equity of learning and access for all.

In order for teachers to keep pace with our students who are the digital natives within an ever-changing digital society, they must seamlessly implement technology into their daily instructional practices. The Todd County School District strategies describe activities that improve the capacity of all teachers in the schools served by the district to integrate technology effectively into curriculum and instruction.

In accordance to the Kentucky Academic Standards for Technology, our strategies for Todd County School District students and teachers will foster a community of learning and integration of technology and devices. By building and maintaining a strong infrastructure, as well as staying ahead of continually changing standards, a continual challenge is provided to teachers and the district to create an environment where teachers and students become more proficient in using a wide variety of tools to enhance learning, critical thinking skills, communication, collaboration, productivity and creativity.

With the advances in technology that our students and staff are experiencing, it requires the support of the Technology Department in cooperation with the administration, teachers, staff, as well as the students, parents and community. Being able to advance in these areas will determine the success of this technology plan.

Our District Technology Committee meets quarterly throughout school year to define and develop our District Technology Plan. There are also site-based technology committees, led by school level DLCs, that meet at the school level regularly to establish their goals and objectives to correlate with the District's vision. We are continually assessing our technology and professional development to ensure that we as a district are in line with the standards for students and teachers.

Surveys are conducted throughout the year providing the technology department and technology committee with feedback from both students, staff

and stakeholders to help us ensure that we are meeting their needs. The committee strives to keep in constant communication with all stakeholders, bringing their valuable feedback to the table at our monthly meetings. This feedback enables us to continually improve and maintain a vision for Todd County School District Technology Department to ensure we are meeting the needs of all stakeholders.

*Briefly discuss the major activities slated for implementation and how these activities will advance curriculum and instruction integration, student technology literacy, professional development, & technology infrastructure.*

Our teachers are embracing the many new technologies and other resources which will continue to benefit instruction. Resources and funding have been committed to providing a strong infrastructure to support the District. All schools and facilities in the district are networked with full telecommunication and internet access. The district's network is on fiber optic backbone running at 5Gbps, plus all five sites have full wireless saturation. The District Technology Department is comprised of three Site Based Technician (SBT) serving as the first line of technical support for users. They are responsible for the daily maintenance and hardware support to keep their systems up and running. The Chief Information Officer (CIO)/District Technology Coordinator (DTC) is responsible for the administration side, network and security administration, as well as supporting teachers and staff with professional development. The Instructional Supervisor is responsible for the infusion of the technology into the daily curriculum; they work closely with the Principals to ensure their staff has adequate Professional Development and staff training to effectively use technology as a teaching tool.

## Student Voice

Personalized student learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective technology planning. Please answer the questions in the space provided below.

*Do you currently have a method to collect student responses about the digital learning environment? If so, which tool (ex: BrightBytes, Speak Up, survey created by you or the district, other)?*

Surveys are conducted throughout the year providing the technology department and technology committee with feedback from both students and staff to help us ensure that we are meeting their needs. The committee strives to keep in constant communication with all stakeholders, bringing their valuable feedback to the table at our monthly meetings. This feedback enables us to continually improve and maintain a vision for Todd County School District Technology Department to ensure we are meeting the needs of all stakeholders.

Survey tools used include surveys created through BrightBytes for School Report Card, Google Docs/Forms, Microsoft Online Forms, Survey Monkey, and Annual Assessments distributed annually in back-to-school packets.



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## KETS Master Plan Areas of Emphasis

### Connected to the Future Ready Framework

The Future Ready Framework identifies seven Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 37 Areas of Emphasis connected to the Future Ready Framework and are categorized as either 1) *Areas of Acceleration (AA)* or 2) *Areas of Improvement (AI)*. The “areas of acceleration” are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The “areas of improvement” address emerging areas based upon growth or decline metrics, research, needs assessments, and reporting by Kentucky school districts.



Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 37 Areas of Emphasis of the KETS Master Plan. Any strategy that involves Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.



## Robust Infrastructure & Ecosystem

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – A robust infrastructure is one that delivers the device, network and support needs of staff and students to create personalized learning environments using digital tools and resources.

Areas of Emphasis: Areas of Acceleration (AA)  / Areas of Improvement (AI) 



**AA-1:** Continue to provide nation's first, fastest, highest quality, and most reliable internet access to 100% of Kentucky's public schools



**AA-2:** Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments



**AA-3:** Continue to create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools (*also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.*)



**AA-4:** Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services



**AI-1:** Improve ease of access for student and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices (*fewer traditional computer labs*)

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KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
<b>AA-2</b>	Continue to leverage partners (Extreme Networks, Integration Partners) to maintain network optimization and up time.	CIO, Vendor Partner	Ongoing	General Funds	\$35,000	Ongoing network maintenance, monitoring, and up time.
<b>AA-2</b>	Continue to provide student and teachers with technical support for devices used for instruction	CIO School Administration	Ongoing	General Funds		Work Orders  Student and Teacher surveys
<b>AA-1</b>	Expanding network to support infrastructure, including drops and cabling for school safety and vape detection monitoring devices	CIO School Administration	2022-2023	Safe School Funds  General Funds  School Based Decision Making Funds	\$100,000	Emergency Procedures updated to reflect use of Meerkat Safe and Verkada Vape Detection



## **Data Security, Safety & Privacy**

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – Security, safety and privacy of student data is a cornerstone of digital learning. Policies and procedures are enacted at the state, district and school levels that work in conjunction for this purpose. Student data are then utilized by data fluent educators for improved decision-making leading to increased learning for students.

Areas of Emphasis: Areas of Acceleration (AA)  / Areas of Improvement (AI) 



**AA-1:** Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning (*Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card*)



**AA-2:** Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats (*acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering*)



**AA-3:** Continue to utilize adoption metrics or trending data for planning purposes that allow EdTech leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine effectiveness and future direction (*annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp*)



**AA-4:** Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning (*Infinite Campus, Early Warning, School Report Card, MUNIS*)



**AA-5:** Continue supporting teacher efforts in taking ownership of digital citizenship skills and education their student in the same skills to foster a secure digital learning environment



**AI-1:** Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the “radar screen” of teachers/staff (*The People Side of EdTech*)

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**AI-2:** Kentucky K-12 Data systems are first-class but we need to do much better with district using the data available to them as well as providing visual data analytic tools allowing the data to be better understood and more interesting to the average person who does not have a technology and data background

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
<b>AI-1</b>	Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the “radar screen” of teachers/staff	CIO/DTC  District Administration  School Administration	Ongoing	KETS District Funds	\$0	Feedback from teachers and administration
<b>AA-3</b>	Use metrics from Aristotle to ensure software resources provided are effectively implemented within the schools. Use metrics to evaluate digital tools utilized within the digital classroom environment to ensure district’s academic and instructional goals integrate technology, with a focus on basic content, and higher-level thinking skills that accommodate a variety of learning styles and multiple	CIO/DTC  District Administration  School Administration	2022-2023	District Funds	\$0	Evaluation of metrics and data reports from Aristotle

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	intelligences.					
<b>AI-1</b>	<p>Annual confidentiality training to include data security and privacy as well as permissioning issues and communication (SSN, IEP, FRAM, Google, etc.)</p> <p>District IC team user groups and rights</p> <p>Review current process/procedures for monitoring and consequences for data security/privacy</p>	<p>CIO/DTC</p> <p>District Administration</p> <p>School Administration</p>	<p>Required Annually</p>	<p>District Funds</p>	<p>\$0</p>	<p>Professional learning records of training completion (100% staff)</p> <p>Auditing/monitoring of IC user rights (annually)</p> <p>Updated policies/procedures regarding data security/privacy</p>



## Budget & Resources

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – The Master Plan, as well as district and school technology plans, are aligned to the vision of 21st century skills for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the 21st century learning environment in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human services.

Areas of Emphasis: Areas of Acceleration (AA)  /Areas of Improvement (AI) 



**AA-1:** Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services



**AA-2:** Continue use of long-term planning strategies that allow for continuity of initiatives and systems (*ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades*)



**AA-3:** Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts (*e.g. Internet consumption*) while maximizing education technology programs and initiatives (*Technology Need, E-rate*)



**AI-1:** Make districts aware of position/roles requiring technology-related duties in support of technology and instruction (*The People side of K-12 EdTech*)



**AI-2:** Make districts aware of how to reduce expenditures on printing/print services (*both in consolidated contract pricing as well as shifting from paper to digital experiences*)



**AI-3:** Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments



**AI-4:** See an increased percentage of districts examining which education technology investments are or are not being maximized

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KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
<b>AA-2</b>	Maintenance for the fiber optic network and related components, computers, servers and hardware; reliable network infrastructure to meet current and future demands	CIO/DTC	Ongoing	KETS District Funds	\$100,000	Ongoing observation and feedback from stakeholders and assessment of usage and needs based on equipment and hardware
<b>AA-1</b>	Purchase Chromebook devices for students to manage/access instruction and instructional delivery.  Maintain and refresh 1:1 student device.	CIO/DTC	2022-2023	Emergency Connectivity Funds	\$45,000	Support teaching, learning, and provide equitable access to devices to meet instructional needs within the classroom environment. Ongoing observation and feedback from stakeholders and assessment of usage and needs based on equipment and hardware
<b>AI-4</b>	Analyze expenditures on technology services/software and cross reference with usage report.	CIO/DTC  Superintendent  District Administration  Chief Finance Officer	Ongoing	District Funds General Funds	\$0	Data showing high engagement with the software and programs our district is purchasing  Cost savings from moving away from software programs not being utilized by our staff/students.



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<b>AA-3</b>	CIO continues to leverage Erate funds for eligible services as needed by the district. This can decrease the district's financial responsibility by approximately 85-90%, saving the district hundreds of thousands each year.	CIO  Superintendent  Chief Finance Officer	Ongoing	KETS Erate	\$3,240	Annually calculating the Erate funding award and comparing to the district's expense for eligible services to verify Erate is being fully utilized and these funds provide significant savings to the district.
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## Partnerships

Future Ready Gear

**KETS GUIDING PRINCIPLE** – Connecting students and educators to the local and global community is a key factor to student success. The Master Plan will continue to provide opportunities for trusted relationships to build those connections as well as increase communication and transparency with shareholders, including families, districts, vendors, regional education collaboratives, postsecondary institutions and business/industry, in support of student learning and preparation beyond K-12.

Areas of Emphasis: Areas of Acceleration (AA)  / Areas of Improvement (AI) 



**AA-1:** Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication (*districts, vendors, higher-education, regional cooperatives*)



**AA-2:** Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.*)



**AA-3:** Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (*eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey*)



**AI-1:** Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation



**AI-2:** Encourage postsecondary institutions to host STLP events and /or more fully maximize the opportunity to showcase the university and its programs while students are on campus



**AI-3:** Build relationships with charter schools to determine policies and procedures related to architecture/design, systems security and privacy, services and reporting requirements

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KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
<b>AA-2</b>	Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts ( <i>Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.</i> )	CIO/DTC	Ongoing	KETS District Funds	\$0	Feedback/Observation
<b>AA-1</b>	Continue build relationships within the school and community level to build and expand the current STLP programs	DLC School Administrators Teachers	Ongoing	District Funds	\$0	Feedback/Observation



## Digital Curriculum, Instruction & Assessment

Future Ready Gear

**KETS GUIDING PRINCIPLE** – A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards. A robust digital environment provides students with the opportunity to assess their own learning/progress.

Areas of Emphasis: Areas of Acceleration (AA)  /Areas of Improvement (AI) 



**AA-1:** Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines



**AA-2:** Continue providing opportunities for students to demonstrate learning connected to and through technology (*empowering students through technology with STLP, IT Academy, etc.*)



**AA-3:** Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards (*based on International Society for Technology in Education standards*) for ALL students



**AA-4:** Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions (*online formative assessment tools, interim based assessments, and summative assessments*)



**AA-5:** Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience



**AI-1:** Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students



**AI-2:** Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy



**AI-3:** Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

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KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
<b>AA-1</b>	Support the use of Microsoft Office 365 for anytime /anywhere access to the storage of files.	CIO/DTC	Ongoing	KETS District Funds	\$0	Observation/Feedback
<b>AA-2</b>	Implementation of STLP / Lego Robotix District Wide  Implementation and growth of ESports at TCCHS	CIO/DTC  School Principals  STLP Coordinators	Ongoing	District Funds	\$8000	Observation/Feedback
<b>A1-I</b>	Assist with the implementation of Google Classroom as the Learning Management System for the district; supporting teachers and administrators with effective use and implementation of Google Classroom	CIO/DTC  District Administration  School Principals	2022-2023	KETS District Funds	\$0	Observation/Feedback
<b>A1-I</b>	Aristotle K12 Device Management Software	CIO  District Administration	2022-2023	General Funds	\$13,000	Observation/Feedback



## Personalized Professional Learning

Future Ready Gear

**KETS GUIDING PRINCIPLE** – Digital learning expands the access to quality strategies and experiences for educators beyond the traditional methods of professional development. A culture of digital collaboration, workflow and relationships allows educators to build skill sets and instructional best practices with colleagues globally. This approach of increased access and flexibility for professional learning ultimately leads to greater success for students.

Areas of Emphasis: Areas of Acceleration (AA)  / Areas of Improvement (AI) 



**AA-1:** Continue building a culture of digital collaboration and connected digital relationships that allow administrators to support and encourage the use of digital tools by staff for professional learning.



**AI-1:** Provide district with guidance and support to determine crucial learning needs of teachers resulting in more professional learning opportunities related to digital learning tools

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
<b>AI-1</b>	Designing professional development to address the standards and provide curriculum driven technology strategies.	School Principals	Summer 2022 - Ongoing	N/A	N/A	Increased collaboration between Principals and Director of Technology to coordinate curriculum driven technology strategies.
<b>A1-1</b>	Provide district with guidance and support to implement Kentucky Academic Standards for	School Principals, Chief	Summer 2022- Ongoing	N/A	N/A	Increased collaboration between Principals and Director of Technology to coordinate curriculum driven technology

	Technology	Academic Officer				standards; Utilization and implementation of technology and software and observed through walkthroughs and teacher feedback
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## Use of Space & Time

Future Ready Gear

**KETS GUIDING PRINCIPLE** – The personalized learning environment for students requires reimagining the use of school space and time. Virtual instruction, cloud-based learning tools, digital instructional material, digital collaboration, digital workflows and digital relationships, etc., assist in providing the vehicle for anywhere, anytime learning.

Areas of Emphasis: Areas of Acceleration (AA)  / Areas of Improvement (AI) 



**AA-1:** Continue to provide guidance, support and resources for districts in the development and application of high quality online/virtual coursework as well as implementation of learning management systems



**AI-1:** Educate and support districts in the implementation and facilitation of digital learning tools and portable technologies that foster anywhere, anytime access for staff and students

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
<b>AA-1</b>	Train teachers on the use of Google Suite as a Learning Management System	Principals, Administrators; Teachers, CIO/DTC	July 2022	N/A	N/A	Increase the number of users who use Google Classroom through teacher leaders and ongoing support through KDE
<b>AI-1</b>	Train teachers and administrators on the use of virtual meetings tools to enhance collaboration	District Administrators, Principals, Teachers	Ongoing	N/A	N/A	Measure the number of teachers and administrators using virtual meeting tools to collaborate in traditional and online instruction through intermittent closures and virtual