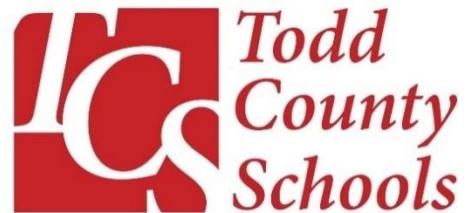# Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME   Todd County Schools

LOCATION   Elkton, Kentucky

PLAN YEAR(S)   2024-2025

todd.kyschools.us

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Planning Team

District Staff [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Charles Case; Chief Information Officer/District Technology Coordinator	Russell Wilson: District Site Based Technician
Matt Laughter; District Site Based Technician	Wendy Duvall; Assistant Superintendent
Jon Beard; District Site Based Technician	Mark Thomas; Superintendent

Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Kimberly Davis; Principal, TCMS	Bruce Voth; Principal, NTES
Jennifer Oyler; Principal, STES	Lee Quarles; Principal, TCCHS
Steven McGhee; 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	Kaitlyn Morris; Teacher, NTES
Brooke Waggoner; Teacher, TCCHS	Cindy Matthews; Teacher TCCHS
Stephanie Conquest; Teacher, STES	

Students [Recommended to include middle and/or high school students]	
Robert Bradshaw; TCCHS, Student Help Desk	Caleb Covington; TCCHS, Student Help Desk
Ty Berry; TCCHS, Student Help Desk	

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

Previous Year's Strategies Evaluation

In this section include a discussion of the previous year's strategies using the prompts below. Attempt to limit your narrative to the space provided.

What strategies from last year went well?

Our training of staff for their smart interactive panels and Aristotle K12 has given them new very powerful tools to better serve their students' needs as well as their own. Technology can be help or a hinderance; anytime we provide new tools for staff and students it brings us a greater return and buy in from students and staff when they feel more comfortable utilizing the tools that they have been provided by the school district. Also, our upgraded network infrastructure has come with its own growing pains, but the new equipment has made our network more robust and responsive for all end-users who are connected to it.

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.

Which strategies are dropping off the plan because you've met them or they aren't relevant now ?

We have upgraded our network district wide and because of this, the parts of our previous technology plan relevant to this purchase and implementation will not be included in this technology plan. As time progresses, we will continue to monitor any upcoming technologies and the expected service life of our current devices to ensure that we stay ahead of changes in the technological landscape.

Needs that emerged after evaluation of the previous year's strategies?

Indicators and accountability measures will be used to evaluate the extent to which activities are effective in integrating technology into the curriculum 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.

As technology advances, we must ensure that our students and staff have the tools they will need to succeed. Because of the usage of interactive panels and a network refresh, we will be needing to update some of our staff user devices so that they can take full advantage of the tools they have been provided.

Upcoming Year's Strategies Preview

If this is the first year of a multi-year plan, this section acts more like an executive summary of the plan as a whole. If this is the second or third year of a multi-year plan then aim your discussion to any new strategies or adjustments you are planning for this year.
*[See [Technology Planning section of KETS Master Plan](#) for more information]*

How did you and the planning team decide on the strategies and/or adjustments for this plan?
The Todd County School District Technology Plan was developed by 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 have been consulted for the direction of the district's technology path moving forward. 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.

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 10Gbps, 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.
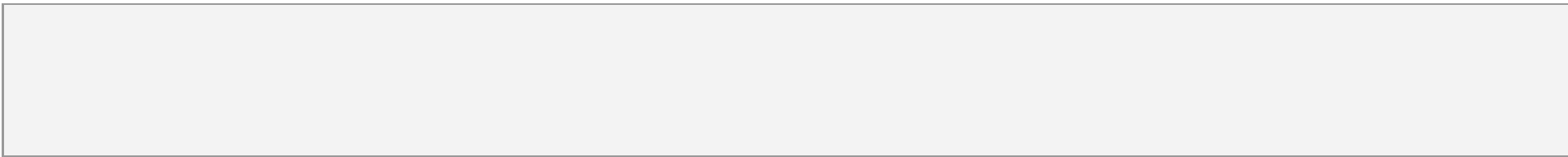
Student Voice

Personalized 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)?

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.

If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan or informed strategy adjustments during an ongoing plan.

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.

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

The Future Ready Framework identifies eight Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 44 Areas of Emphasis connected to the Future Ready Framework and are categorized as either *1) Acceleration Area (AA) or 2) Growth Opportunity Area (GO).* The "acceleration areas" are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The "growth opportunity areas" address improvement targets for the Master Plan.

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 44 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.

Collaborative Leadership

Future Ready Gear

KETS GUIDING PRINCIPLE – Collaborative leadership creates a shared vision of digital teaching and learning, an environment of collaboration (where partners make stuff together), encourages embracing innovation and empowerment, and a culture of evidence-based systems and processes.

Areas of Emphasis: Acceleration Area (AA) /Growth Opportunity Areas (GO)

AA-1	Continue to use structures providing opportunities for feedback from shareholders and evidence of how KETS systems and processes are working or not working (360 feedback, CIO Summit)
AA-2	Continue the fostering of strategic partnerships and collaborations among educational institutions, technology companies, policymakers, and community organizations. Develop networks that facilitate knowledge exchange, collaborative research, and resource-sharing to promote innovation and address common challenges in education technology.
AA-3	Continue the recognition and support for the crucial role of teachers as leaders in educational technology integration. Provide professional learning opportunities and resources that enable teachers to develop expertise in leveraging technology to enhance instruction and student engagement.
GO-1	Improve collaboration among educators, technologists, administrators, and researchers to foster a holistic approach to education technology development, implementation, and evaluation. Encourage open channels of communication and provide platforms for sharing best practices, ideas, and resources across different disciplines and institutions.

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Continue to utilize DLCs to encourage staff to collaborate and exchange ideas.	CIO/DTC DLCs Building Administration and Staff	Ongoing	District Funds and State DLC grants	$2257	DLCs and teachers will show a mutual growth in their exchanging of ideas and communications about technology and the related.
GO-1	Find a new way to help staff from across the district to spread ideas up the chain instead of top down. This way other schools and staff can benefit from the approaches that their peers across the district take to overcome hurdles.	CIO/DTC DLCs Building Administration and Staff	Ongoing	NA	NA	Any new attempt at implementing such a system would necessarily need to include a feedback system that could be monitored and used to iterate upon. Microsoft Forms or similar products would suffice.

Robust Infrastructure & Ecosystem
Future Ready Gear

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

Areas of Emphasis: Acceleration Area (AA) /Growth Opportunity Areas (GO)

AA-1 — Continue to provide nation's first, fastest, highest quality, and most reliable and secure 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 provide digital equity and foster a culture of digital connectedness for students and staff by ensuring access to a 1:1 device assignment, prioritizing mobile devices over traditional computer labs, and providing consistent Wi-Fi coverage throughout schools. This approach emphasizes always-on, everywhere seamless digital opportunity and access, and includes an emphasis on empowering schools/districts to have a full understanding of digital access beyond the campus

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

AA-5 — Continue to implement efficient and effective interoperability strategies with statewide, districts, and schools EdTech systems and platforms (including integrations and seamless data exchange). Interoperability strategies aim to enhance user experiences and drive administrative efficiencies with education technologies.

GO-1 — Improve responsive EdTech support systems by securing leadership positions designed to make decisions to improve teaching and learning through technology integration. This role outlines the district's vision for education technology, implements digital learning strategies, and ensures that technology resources align with students' learning needs.
Responsibilities and expectations are primarily focused on understanding the educational needs and challenges of the district with a "seat at the table." Responsibilities would likely include influencing district-level budget conversations, leading planning efforts, research, procuring state and federal program funding, and establishing overall direction and vision of using technology for school efficiencies and instruction/learning.

GO-2 — Improve formal cycles for review, refresh, and replacement - ensure upgrades, additions, and when called for, sunsetting/eliminations in a timely, environmentally responsible and proactive manner of devices, infrastructure, and digital tools and resources. Where possible, teams make concerted efforts to automate systems to drive effectiveness and efficiency. (This is also connected to budget gear)

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Continue to leverage partners (Extreme Networks, Integration Partners) to maintain network optimization and up time.	CIO/DTC Vendor Partner	Ongoing	General Funds	$35,000	Ongoing network maintenance, monitoring, and up time.
AA-2	Continue to provide student and teachers with technical support for devices used for instruction	CIO/DTC School Administration	Ongoing	General Funds	N/A	Work Orders Student and Teacher surveys
GO-2	Improve cycles for surplusing of equipment	CIO/DTC Finance Department School Administration Vendor Partners	2024-2025	N/A	N/A	Devices that have been fully utilized and rendered unusable by age and or condition will be surplussed once the device no longer provides value to the district.
GO-1	Improve Communication between DLC staff, technology staff, and wider dissemination of information to general administration and teaching staff.	CIO/DTC Technology Department	Ongoing	N/A	N/A	Both district and school administration, as well as teaching staff will be able to better leverage and utilize software and equipment that the district provides them with.

		Digital Learning Coaches School Administration Teaching Staff				
GO-2	Purchase new certified staff laptop devices	CIO/DTC Technology Department Finance Department District Certified Staff	2025-2028	General Funds/Lease to Own	$200,000	Form Committee for review of pilot devices for selection process. Purchase and configure new laptops for Certified staff use.
GO-2	Migrate prior certified staff devices to classified staff.	CIO/DTC Technology Department School Administration Classified Staff	2025	N/A	N/A	Classified staff using older devices will be migrated to the newer devices after they have been wiped and refurbished in house.

Data Security, Safety, Privacy & Use
Future Ready Gear

KETS GUIDING PRINCIPLE – Strategic use of student data is a cornerstone of digital learning and must be done securely, safely, and with a focus on maintaining privacy. Laws, policies, and procedures are enacted at the federal, state, district, and school levels that work in conjunction for this purpose. Student data are then utilized by security-aware, data-fluent, and data-informed educators for improved decision making leading to increased learning for students.

Areas of Emphasis: Acceleration Area (AA) /Growth Opportunity Areas (GO)

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 and instructional leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine the effectiveness and future direction *(annual auditors, Impact survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, SpeakUp)*
AA-4	Continue to migrate key administrative and student data sets to secure cloud providers that allow everywhere, all-the-time secure access for the improvement of student learning *(Infinite Campus, Early Warning, School Report Card, MUNIS)*
GO-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)*

GO-2 Improve and enhance the tools available to maximize the use of data through enhanced reporting, tools that help improve data quality, and visual data analytic tools. Kentucky K-12 data systems are first-class, and we need enhanced tools to create a more usable and more interesting story for the average person who may not have a technology and data background.

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
GO-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	CIO/DTC District Administration School Administration	Ongoing	KETS District Funds	$0	Feedback from teachers and administration
AA-3	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 intelligences.	CIO/DTC District Administration School Administration	2023-2024	District Funds	$0	Evaluation of metrics and data reports from Aristotle
GO-1	Annual confidentiality training to include data security and privacy as well as permissioning issues and	CIO/DTC District Administrati	Required Annually	District Funds	$0	Professional learning records of training completion (100% staff)

	communication (SSN, IEP, FRAM, Google, etc.) District IC team user groups and rights Review current process/procedures for monitoring and consequences for data security/privacy	on School Administration				Auditing/monitoring of IC user rights (annually) Updated policies/procedures regarding data security/privacy
AA-4	Continue to migrate software services from their own managed cloud to Clever.	CIO/DTC IC Administrator	Ongoing	N/A	N/A	Data being centralized in Infinite Campus and student data not being spread around multiple online services. Clever can create a barrier for student information between IC and respective online softwares.
AA-2	Continue to implement security features for end-user accounts. E.g. MFA	CIO/DTC District Staff	Ongoing	N/A	N/A	Utilize data security features built into Microsoft products such as Entra and Intune to monitor user accounts and maintain

Budget & Resources
Future Ready Gear

KETS GUIDING PRINCIPLE – The Master Plan, as well as district and school technology plans, are aligned to the vision for digital teaching and learning for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the modernized and personalized learning experiences (and environment) in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human capital services. (i.e. The People Side of EdTech)

Areas of Emphasis: Acceleration Area (AA) /Growth Opportunity Areas (GO)

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)*
GO-1	Educate districts on the ongoing cost of position/roles requiring technology-related duties in support of technology and instruction as well as modern drivers that require differentiated and strategic staffing models *(The People side of K-12 EdTech*
GO-2	Educate districts on how to reduce expenditures on printing/print services *(both in consolidated contract pricing as well as shifting from paper to digital experiences)*
GO-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

GO-4 See an increased percentage of districts examining which education technology investments are or are not being maximized (through adoption, frequency of use, and impact)

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Maintenance for network and related components: computers, servers, phone systems, camera systems, door entry systems, and hardware. Reliable network infrastructure to meet current and future demands.	CIO/DTC	Ongoing	District Funds	$100,000	Ongoing observation and feedback from stakeholders and assessment of usage and needs based on equipment and hardware
AA-1	Purchase Chromebook devices for students to manage/access instruction and instructional delivery. Maintain and refresh 1:1 student device.	CIO/DTC	2023-2024	District Funds General Funds	$50,000	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
GO-4	Analyze expenditures on technology services/software and cross reference with usage report.	CIO/DTC Superintendent District Administration Chief	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.

		Finance Officer				
AA-3	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/DTC Superintendent Chief Finance Officer	Ongoing	General Funds Erate	$3,240 $29,160	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.
AA-3	CIO continues to leverage KETS funding to maximize technology across the district	CIO/DTC CFO	Ongoing	KETS Matching Funds	$34,640	Receive two offers of assistance from KDE; one during the fall semester and one during the spring semester.

Partnerships
Future Ready Gear

KETS GUIDING PRINCIPLE – Connecting students, leaders, 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, public libraries, and business/industry, in support of student learning and preparation beyond K-12.

Areas of Emphasis: Acceleration Area (AA) /Growth Opportunity Areas (GO)

AA-1	Continue to build trusted relationships with shareholders (families, districts, partners) to increase engagement, outreach, and connecting classroom experiences outside of school. *(districts, vendors, higher-education, regional education cooperatives, KET, KyVL)*
AA-2	Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts *(Webcasts, 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)*
GO-1	Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation, especially in regard to student project-based demonstrations of technology competencies; get more students on college/university campuses while they are a K-12 student. Encourage postsecondary institutions (as well as other partners) to host STLP events and/or fully maximize the opportunity to showcase the university and its programs while students are on campus
GO-2	Improve access to resources and professional learning for district-based online/virtual and remote learning programs to engage in continuous improvement in order to create high-quality online learning experiences for students

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
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.)*	CIO/DTC	Ongoing	KETS District Funds	NA	Feedback/Observation
AA-1	Continue building relationships within the school and community level to build and expand the current STLP programs	DLC School Administrators Teachers	Ongoing	District Funds	NA	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 (KAS). A robust digital environment provides students with the opportunity to assess their own learning/progress towards mastery of content/skills or utilize instructional technology to provide timely feedback that moves learning forward. Digital curriculum and instruction can also provide students the opportunity to create digital products showcasing a deep understanding of core competencies of every subject, demonstrating mastery of Kentucky Academic Standards for Technology, and utilizing digital collaboration tools that provide a realistic connection to postsecondary and career readiness.

Areas of Emphasis: Acceleration Area (AA) /Growth Opportunity Areas (GO)

AA-1 — Continue to provide access to high-quality learning experiences which further aligns to the Kentucky Digital Learning Guidelines

AA-2 — Continue to promote, for ALL students, the use of Kentucky-approved/adopted Kentucky Academic Standards (KAS) for Technology, KAS for Computer Science, and KAS for Library Media Learning *(all based on national and international learner standards)*

AA-3 — Continue providing opportunities for students to demonstrate learning connected to and through KAS for Technology, KAS for Computer Science, and KAS for Library Media Learning *(empowering students through technology with STLP, CS/IT Academy, etc.)*

AA-4 — Continue to provide efficient and effective 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 high-quality and effective digital instructional materials through an equitable and robust digital experience

AA-6	Continue to support teacher efforts in taking ownership of digital citizenship skills and educating their students in the same skills to foster a responsible, safe, secure, and empowered digital learning environment.
AA-7	Continue to play a vital role in implementation of summative online assessment and school report card
AA-8	Continue to create a closer connection with Career and Technical Education to explain computer science career pathway offerings specifically related to computer programming/coding and increase valuable industry-level certifications and exams available through the CS & IT Academy
GO-1	Identify high-quality 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
GO-2	Encourage, engage, and empower the safe and responsible uses of Artificial Intelligence (AI) into school efficiency and the learning space by teachers and students (ensuring humans remain in the loop with strong AI implementations)

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Support the use of Microsoft Office 365 for anytime /anywhere access to the storage of files.	CIO/DTC	Ongoing	KETS District Funds	$9880	Observation/Feedback
AA-2	Implementation of STLP / Lego Robotix District Wide Implementation and growth of ESports at TCCHS	CIO/DTC School Principals STLP	Ongoing	District Funds	$8000	Observation/Feedback

		Coordinators				
GO-1	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	Ongoing	KETS District Funds	NA	Observation/Feedback
GO-1	Aristotle K12 Device Management Software	CIO District Administration	2024-2025	General Funds	$13,500	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: Acceleration Area (AA) /Growth Opportunity Areas (GO)

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
AA-2	Continue to promote and support the design and implementation of coaching models as a high-quality professional learning strategy (digital learning coach network, STLP coach network, etc)
GO-1	Provide districts with guidance and support to determine the learning needs of teachers resulting in high-quality professional learning opportunities related to digital curriculum and learning tools

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
GO-1	Designing professional development to address the standards and provide curriculum driven technology strategies.	School Principals	Ongoing	N/A	N/A	Increased collaboration between Principals and Director of Technology to coordinate curriculum driven technology strategies.

GO-1	Provide district with guidance and support to implement Kentucky Academic Standards for Technology	School Principals, Chief Academic Officer	Ongoing	N/A	N/A	Increased collaboration between Principals and Director of Technology to coordinate curriculum driven technology standards; Utilization and implementation of technology and software and observed through walkthroughs and teacher feedback
AA-1	Continue to coordinate, and work with, district wide DLC staff to better assist our teaching staff with technology utilization	CIO/DTC, DLC/DLC Coordinator	Ongoing	District Funds and State DLC grants	$2257	Technology staff and building administration will work closely with teaching staff to ensure all technology training needs are met.

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, digital efficiencies, and digital relationships, etc., assist in providing the vehicle for everywhere, all-the-time teaching and learning.

Areas of Emphasis: Acceleration Area (AA) /Growth Opportunity Areas (GO)

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

GO-1 Educate and support districts in the implementation and facilitation of digital learning tools and portable/mobile technologies that foster everywhere, all-the-time, always on, and 'always on you' access for staff and students

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Train teachers on the use of Google Suite as a Learning Management System	Principals, Administrators; Teachers, CIO/DTC	Ongoing	N/A	N/A	Increase the number of users who use Google Classroom through teacher leaders and ongoing support through KDE
GO-1	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 instruction.