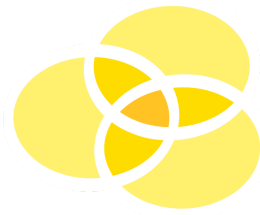


# Kentucky Education Technology System DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Berea Independent School District

**LOCATION** Berea, KY

**PLAN YEAR(S)** 2024-2025



**BEREA**  
INDEPENDENT  
SCHOOLS

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

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## Planning Team

<b>District Staff</b> [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Daniel Montoya - CIO/DTC	Tony Tompkins- HR and Operations Director
Nolan Sweet -TRM	Tim Molton- Interim DAC
Lynn McCollum-DTC and Tech Team	<b>Diane Hatchett Superintendent</b>
Nathan Sweet- Finance Director	
<b>Building Staff</b> [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Leah Graham- Media Specialist	<b>Kelly Caldwell Principal</b>
Roger Trussell - High School teacher	Casey Poynter- Principal
Eef Fontanez- Guidance Counselor	Kimberlee Coyle- Principal
<b>Additional District Contributors</b> [Recommended to include board members, SBDM members, program directors, etc.]	
Scott Self- SCT grant Director	
Kyle French- DPP	
<b>Students</b> [Recommended to include middle and/or high school students ]	
Superintendent Advisory Council- (all Students)	
<b>Other</b> [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?*

Last year, several strategies proved to be highly effective and beneficial for our school's infrastructure and technological advancements. One of the standout successes was the State Provided Fiber Project, which delivered a significant upgrade in internet speed to 2gb, enhancing connectivity and facilitating smoother online learning and administrative processes. Additionally, the delayed Extreme Network Infrastructure upgrade was successfully executed, with district-wide switches and access points replaced and upgraded. This bolstered our network reliability and performance, ensuring a stable and efficient digital environment for both students and staff. Another notable achievement was the establishment of a new VM AutoDesk Lab for students, offering comprehensive training in various software from the Autodesk platform, including CAD and Indesign. This initiative has enriched our curriculum and equipped students with valuable skills for the future.

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

Unfortunately, we faced challenges with the Phone/Comms Renewal project and were unable to implement the new phone system as intended. Despite our efforts, unforeseen obstacles prevented us from tackling this initiative last year. Moving forward, we will reassess our approach and explore alternative solutions to ensure that our communication infrastructure meets the needs of our school community.

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

None Thankfully

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

Allocate Additional Funding for Maintaining Chromebook Fleet across 3 Schools and a 1:1 Environment.

## 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?*

Monthly sections during our Administration Meetings and Coordinated Communication platforms

*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.*

-We are embarking on a 4-year project to replace old, unusable Smart Boards in classrooms with new All-in-One Interactive Touch Screen Panels. Instead of bearing the entire cost in one fiscal year, we've opted for a phased approach to spread out the expenses over four years. This strategic financial planning allows us to allocate resources more effectively while still achieving our goal of equipping classrooms with state-of-the-art interactive technology. These new panels will transform the learning experience by offering more interactive and engaging lessons, promoting student participation, and facilitating innovative teaching methods.

-One of our primary initiatives is the implementation of a new phone system. This Full Start Project involves locating a suitable vendor and bringing our district's communication infrastructure up to date. By modernizing our phone system, we aim to enhance communication efficiency among staff, students, and parents. This will support seamless collaboration and timely dissemination of information, thereby improving overall operational effectiveness.

These activities are integral to advancing curriculum and instruction integration by providing educators with the tools they need to deliver dynamic and interactive lessons. Additionally, they will enhance student technology literacy by exposing students to modern communication systems and interactive learning platforms. Furthermore, professional development opportunities will be offered to staff to ensure they are well-equipped to utilize these new technologies effectively. Lastly, these initiatives contribute to improving our overall technology infrastructure, ensuring it is robust, reliable, and aligned with the evolving needs of our educational community.

Additionally, we will provide professional development opportunities for our educators to equip them with the necessary skills and knowledge to effectively integrate AI into their teaching practices. By embracing AI technology, we are committed to fostering innovation, improving student outcomes, and preparing our students to be successful in a rapidly evolving digital world. We look forward to collaborating with our teachers, students, and community stakeholders as we embark on this exciting journey towards a more advanced and adaptive educational environment.



## 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)?*

Yes, We have a feedback group selected which is made up of 2-3 students from each grade K-12

*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.*

Students feedback led us to understand more about the classroom than before. Having students guide the resources in the classroom helped us indicate specific technology we were lacking that is A favorable to today's youth and B Easier to use then the older equipment used previously.

## 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)
Go-1	Additional Robust AI Development for Staff and Teachers	District Staff, Curriculum Staff, Teachers	2024-2025 School year	General Funds	TBD	Our Students will Graduate with the Knowledge passed down from trusted individuals on the impotence AI has in our futures and how to harness that power for good.



**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, sunseting/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)
AA5	Integrate AI Professional Development	DAC Teachers DTC/CIO	2024-2025	General Funds	TBD	Teacher feedback will show a majority of teachers more comfortable with their understanding of AI and the Power it comes with.
Go-2	New Interactive Touch Panel Project Phase 1	DTC/TRM Finance Director	2024-2025	General Funds State Grants Federal grants	\$25,000	When all our Classrooms have an IFP in them we will have succeeded
AA-3	Chromebook Fleet Maintenance	DTC/ School Principals TRM	2024-2025	General Funds Grants	\$50k-\$80k	Our Students 1:1 environment is maintained



**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)
AA1	We are dedicated to assisting parents with Infinite Campus, particularly with Online Enrollment and the Parent Portal, ensuring they can easily navigate and utilize these features for a more engaged educational experience.	Technology Staff, Parents and Students	On-Going	General Funds	On-Going	Our ATRT (Average Ticket Response Time) Will lower the quantity of tickets submitted from our user base.
AA2	We will persistently audit our systems to maintain checks and balances, ensuring all aspects are secure and safeguarded against potential vulnerabilities.	Technology Staff, Designate Data Stewards,	On-Going	General Funds	Ongoing	We retain a Zero Day Incident policy that remains unbroken due to our strict and Resilient procedures



**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)
AI1	Providing valued updates and information regarding the integrity of district systems and devices for our teams to make important tech related financial decisions.	Finance Team Technology team Building Staff	Ongoing (always)	General Funds, State and federal Grants Local Partners	TBD	Our technology is never considered legacy or aged out and we maintain a strong form of updated equipment and systems



**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-3	Continue support and promotion to our school community about the advantages of features of Infinite Campus, Savvas, and other district learning platforms.	DTC/ DAC School Administrators	2024-2025	General Funds	\$30k-\$40k	Our students integration with the learning platforms will utilize will be seamless and students will have the potential to do more with their knowledge



**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.

 <b>AA-7</b>	Continue to play a vital role in implementation of summative online assessment and school report card
 <b>AA-8</b>	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
 <b>GO-1</b>	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
 <b>GO-2</b>	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 AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-4	Continue Support for Online Learning platforms such as I-ready, Google Classroom, Savva Realize and ACE	DAC, School Administration, Technology Department	Always Ongoing	School Base Site Funds, Grant Funds, General Funds	N/A	Our Own Reporting will include feedback from students and Staff on how learning has improved via these tools
AI-2	Continue to Support our Pinnacle Academy Program	Career Pathway staff, DTC,DAC School Admins	Ongoing Always	Grant Funding General Funds Program Funds	N/A	We continue to Offer Advance career courses that students would not be able to get access to anywhere else
AI-3	Continue to support the Kentucky Technology Standards for students in our curriculum	DTC,DAC, Teachers	Ongoing Always	General Funds Site Base Funds	N/A	Our Students meet and exceed the technology requirements before they graduate High School



## 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 AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA1	Provide Google Apps and web-based instructional tools training through certified Google Education staff.	Digital Learning Coach , DTC/CIO, TRM, Media Specialist	Ongoing Always	General Funds Technology Funds		We aim to expand the use of Google Classroom among our teaching staff as a regular instructional tool. Teachers will have the opportunity to request applications and extensions from the Google Marketplace, enhancing our ability to tailor resources to better meet the

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						specific needs of our district.
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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, 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 AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Provide information and resources to help teachers and students continue digital learning and 1-1	DTC/CIO Digital Coaches, DLC DAC	Ongoing	N/A	N/A	Increase in use of online platforms, such as Google Classroom, Savvas, ACE Learning, Xello, etc.
AI-1	Provide support and technical repairs for the student and staff population.	DTC/TRM	Ongoing	General Funds Technology Funds Grant Funding	\$10,000-\$15,000	An increase in the number of Chromebooks in the district maintaining a 1-1 ratio in kindergarten through 12th grades.



