Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME	Henderson County Schools
LOCATION	Henderson, KY
PLAN YEAR(S)	2025-2026
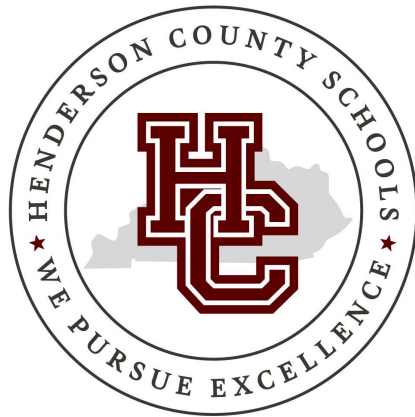
www.henderson.kyschools.us

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Planning Team

District Staff	
Dr. Bob Lawson - Superintendent	Ryan Reusch - Assistant Superintendent
Cindy Cloutier - Director of Finance	Jennifer Walters - District LAN Technician
Chad Thompson - Assistant Superintendent of Teaching and Learning (Secondary)	Crissy Sandefur - Assistant Superintendent of Teaching and Learning (Elementary)
Tammy Jacobs - Computer Operations Manager	Tammy Brown - Data Dictionary Specialist
Whitney Sagez - Database Administrator	Megan Mortis - Director of Public Information
Tammy Sagez - Systems Administrator	Keith Stone - Computer Maintenance Technician
Sam Everhart - Lead Computer Maintenance Technician	Stephen Johnson - Network Administrator
Aaron Caton - Computer Maintenance Technician	Brandy Haley - Director of Assessment and Accountability
Kris Gordon - Director of Technology	

Building Staff	
Susan Overton - South Heights - Library Media Specialist / STC	Abbey Payne - AB Chandler - Teacher
Alicia Garrett - Bend Gate - Teacher	Megan Smith - AB Chandler - Computer Lab Technician
Courtney Welte - Bend Gate - Library Media Specialist / STC	Angie Thomas - South Heights - Instructional Coach
Gillian Oakley - East Heights - Teacher	Tristan Clement - East Heights - Computer Lab Technician
Michael Goad - Jefferson - Teacher	Sarah Shelton - Niagara - Library Media Specialist / STC
Ashley Kietzman - Niagara - Instructional Coach	Danielle North - South Heights - Computer Lab Technician
Ashlyn Smith - Spottsville - Teacher	Meredith Buchanan - Spottsville - Teacher
Emily Williams - Cairo - Computer Lab Technician	Lacey Duncan - Niagara - Teacher
Randa Gary - Thelma B Johnson - Library Media Specialist / STC	Dalton Inge - Henderson County High - Teacher / STC
Derek Phillips - Cairo - Teacher	Rustin Bargo - South Middle - Assistant Principal
Ethan Russell - Thelma B Johnson - Computer Lab Technician	Austin Sutton - South Middle - Microcomputer Specialist
	Caine Sutton - Henderson County High - Microcomputer Specialist

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?
Continued efforts have been made to secure accounts and network security. The district continued its partnership with CISA to implement multiple additional cybersecurity safeguards during the 24-25 school year. We were able to continue with device replacement cycles and have financial reserves for continued cycles in the future. We were able to bring back additional teacher training on instructional technology topics that had dropped off previously. The team of Instructional Coaches has participated in DLC trainings throughout the year increasing our footprint on edtech instruction.

Goals that were not met or didn't have the expected outcomes?
Student help desk opportunities continue to be an elusive goal. Digital citizenship lesson implementation has decreased in the last year and we will be looking to improve on this goal in the next year.

Which strategies are dropping off the plan because you've met them or they aren't relevant now ?
We have changed some of the program offerings in relation to the specific software used but the individual goal of these programs will be provided by other systems.

Needs that emerged after evaluation of the previous year's strategies?
We have continued to increase account security and ease of access for verified users. As we increase security measures, each authorized user has a more complex user experience that we will need to work on reducing. This will hopefully be addressed at least in part by the upcoming Connected User Experience System (CUES). We need to address additional changes in Artificial Intelligence in regards to training, policy, and procedures in the district. Additional training options are continually needed for teachers and staff on best practices for technology use and instruction. We need to work on a renewed importance of digital citizenship for all stakeholders.

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?

Stakeholder groups were asked to look over the existing Technology Plan and to make revisions as necessary including adding new strategies and removal of strategies that are no longer needed. We met twice in February and tasked each committee member to collaborate on one gear with a smaller group over the next meeting. We met again in March to discuss adjustments to the plan. The plan was adjusted and sent out to all committee members again for review before Board approval.

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 will be leveraging KETS and E-rate funding for technology infrastructure projects. If funding is approved by USAC as it was this year, we will be utilizing bus cradlepoints for services that will allow students to connect to the internet while on bus transportation to and from school related activities throughout the 25-26 school year. This will also include ERate approved category 1 services for our WAN.

We plan on continuing our current K-12 1:1 initiative, which will be funded by a mixture of local, federal, and KETS funding sources. The 1:1 infrastructure is now solidly in place. We plan to continue to offer the technology in students' hands that will allow them to grow in their knowledge anytime, anywhere.

We continue to place an emphasis on account security recognizing that this is a crucial barrier to our staff and student's most valuable information. We are looking into options for passwordless account access for students which will allow increased account security while also allowing easier access for our students. This is another nod to the upcoming Connected User Experience System (CUES). Additional cybersecurity system controls continue to be placed in the system increasing the district's cybersecurity posture. Physical security also remains a constant priority with streamlined emergency alert systems and integrations allowing faster response times for incidents. These increases in technology infrastructure have placed additional needs on existing servers and we will be updating that infrastructure in the following months.

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)?

The district was able to collect student voice data by utilizing the SpeakUp survey from Project Tomorrow.

We continue to collect information each year during registration regarding home internet.

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.

Speak Up survey notable notions.
Nationally, 76% of high school students report slow or inconsistent internet at school to be an obstacle to learning, while only 35% of our HCS students report that issue pointing to our strong infrastructure. However, we have data points that show a need for increases in digital citizenship knowledge such as only 52% of our students reporting they know how to protect their online data, while the national and state numbers are 74% and 70% respectively on the same topic. We have some interesting student voice data about cell phones at school as well. Only about half (52%) of our students believe they know how to manage their phones at school, but only about 10-15% support any type of policy that would restrict their use in any way.

For the 24-25 school year this data point was 204 of 3789 households without reliable internet access. That is 5.3% roughly unchanged from the previous year.   There have been increases in available broadband internet options for many sites across the county this year so we are hopeful that this number will decrease for 25-26.

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-1	Continue to participate in the CIO Summit, Top 5 feedback, Monthly CIO webinars, Region CIO meetings, communication with KETS Engineer.	Director of Technology	Ongoing	N/A	$0	Technology Activity Report, Top 5 Feedback completion, District Technology Plan, Digital Readiness Survey
AA-3	Principals and district leadership will provide Professional Development opportunities for digital learning topics through a variety of ways such as conference, staff meetings, PLCs, etc.	Assistant Superintendent Director of Technology Principals Instructional Coaches All Certified Staff	Ongoing	N/A	$0	PD evaluations, agendas, data and reflection upon the data
AA-3	Continue to provide opportunities for staff to attend technology conferences and trainings outside of the district - KYSTE, WKEC, GRREC.	Teachers Principals Instructional Coaches	Ongoing	TB-21 (General)	$10,000	New technology will be implemented in classrooms - We will measure through observations.
GO-1	Weekly PLC Meetings k-12	Teachers Principals Instructional coaches	Ongoing	N/A	$0	Analysis of KSA/MAP data by grade level / school
GO-1	Instructional Coaches, District Admin, and STCs	Instructional Coaches	4 times a year	TB-21 (General)	$1,000	New information to share with other schools on KDE initiatives

	attend Region 1 DLC and state DLC meetings.	District Administration STCs				and best practices for instructional tech.

 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-1	Continue to maintain network equipment in all buildings to promote a robust network as needed	Director of Technology Network Administrator	Ongoing	General Fund	$0	Network activity reporting and Wireless surveying
AA-2	Continue to follow the student chromebook refresh rate (every 4 yrs) on end user devices by budgeting needed funds.	Director of Technology Director of Finance	Ongoing	General Fund	$1,000,000	We will continue to refresh devices at 3rd, 6th and 9th grades.
AA-3	Ensure a 1:1 device ratio for students and staff in the learning environment.	Director of Technology Director of Finance	Ongoing	General Fund	$1,000,000	All students and instructional staff assigned 1:1 device. Metrics for use and assignments are available in GoGuardian and Google Admin reports.
AA-3	Continue bus wifi services on district school buses for student use to and from school and district events.	Director of Technology Director of Transportation	Ongoing	ERate General Fund	$26,000 $2,400	Usage reports from Cradlepoint, bus driver and teacher feedback
AA-4	To provide a safe and monitored environment for the educational processes. (hosted and cloud services for access control, security cameras, visitor management, panic buttons, weapons detection systems)	Director of Technology Technology Support Team	Ongoing	Safe Schools General Fund	$30,000 $100,000	By installing access control, cameras, visitor check in stations, and panic buttons. This ensures an efficient and safe environment for our staff and students.
AA-5	Move closer to zero day access with SSO and rostering through Clever and	Director of Technology	Ongoing	N/A	$0	Zero day account access for staff and students will show accomplishment of this strategy.

	account authentication through Identity Automation	Technology Support Team				
GO-2	Improve district procedures to streamline the repair process for student devices and provide same day temporary devices for student use.	Director of Technology Technology Support Team	Ongoing	N/A	$0	Same day loaner devices for students and repair or replacement will be 5-7 business days from the time of drop off. Data records will be available from both school helpdesk reports and GoGuardian reports.
GO-2	Continue to utilize suggested timelines and budgetary costs noted in the KETS Master Plan Budget Summary for devices, network, and services.	Director of Technology	Ongoing	General Fund KETS Fund ERATE	$1,200,000 $50,000 $200,000	System records and reports for device ages and systems that need to be replaced.

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)
AA-1	Multi Factor Authentication (MFA) for all staff accounts upon login of authenticated district resources.	Director of Technology Technology Support Staff	Ongoing	N/A	$0	Requiring MFA yields greater security for all staff data and accounts. Fewer occurrences of reported account password compromise
AA-1	Increase student account security options (increasingly complex passwords, potential MFA options)	Director of Technology Technology Support Staff	2025-2026 school year	N/A	$0	System reports from authentication services showing reduction in student account threats.
AA-2	Third party network / data scans	Director of Technology Network Administrator	Weekly	N/A	$0	Audit report and findings assessment, reduction of threats when found
AA-2	Phishing campaign for staff	Director of Technology	Ongoing	N/A	$0	Reports showing decreases in phishing clicks.
AA-3	Survey students, staff, and parent/guardians (Speak-up); results used for next steps in improving technology access/use/resources	Director of Technology Instructional Coaches School / District Administrators	Annually	N/A	$0	Use of data results to improve technology access, use, effectiveness and support. Ability to address goals in technology plan as based on specific results annually (or as administered).
GO-1	Annual confidentiality Vector training to include data security and privacy as well as permissioning issues and communication (SSN, IEP, FRAM, Google, etc.)	Director of Technology Director of Human Resources	Annually	General Fund	$2,000	Professional learning records of training completion (100% staff)

GO-1	Review current process / procedures for monitoring and consequences for data security / privacy.	Director of Human Resources Director of Student Services Director of Assessment / Accountability	Annually	N/A	N/A	Auditing/monitoring of IC user rights (annually) Updated policies/procedures regarding data security/privacy
GO-2	Utilize GoGuardian Director software to visualize usage metrics when examining ROI against achievement. (part of GG suite)	Director of Technology Director of Assessment / Accountability	Ongoing	General Fund	TBD	Reporting review showing increase of assessment correlated to program use

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-1	Utilization of Lenovo self-maintainer program for device repairs	Director of Technology Technology Department Technicians	Ongoing	N/A	General Fund addition of ~$110,000 annually	Keep devices under warranty and able to be repaired or replaced within 5-7 school days. District recovers partial investment utilizing warranty repair services within the district..
AA-2	Take full advantage of E-rate and match all KETS funding offers to maximize technology across the district.	Director of Technology Director of Finance	2025-2026 school year	USAC / FCC / KDE	E-rate savings to district: ~$240,000 KETS Match: ~$125,000 HCS Match: ~$125,000	Based upon successful E-rate filings / project completion and district match for KETS Funding
AA-3	Collaborate with the Director of Finance, Superintendent, and Board of Education to plan for ongoing refresh of all EdTech resources. The cost of the annual 1:1 device refresh is moved from a capital expenditure to an annual operational expense.	Director of Technology Director of Finance Superintendent Board Members	Ongoing	General Fund	$1,000,000	The 1:1 devices are included as a line item on the district budget that is approved by the board.
GO-1	Participate in a "know your Tech Team" staff spotlight event.	Director of Technology Director of Public Information	2025 - 2026 school year	N/A	$0	We will keep a checklist to ensure all EdTech staff members are included in at least 1 spotlight annually
GO-2	Create a printing cost	Director of	2025 - 2026	N/A	$0	Continued reduction of printing

	analysis for schools to separate annual cost for printing through the pandemic versus a regular school year to show cost savings that are possible through increased reliance on 1:1 technology	Technology Director of Finance Principals	school year			services cost from the schools through the 2025 - 2026 school year as compared to previous years costs.
GO-3	Review on a yearly basis current contracts entered into by the district the previous year for districtwide summative online assessment, learning management systems, printing services and interim based assessments	Director of Technology Director of Finance Principals	Ongoing	General Fund / Federal Funds / SBDM Funds / Grants	$0	Visible through any findings where there is a significant financial savings through a product that produces improved or comparable data for student success, management, printing, and assessments.

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-1	Increase communication opportunities with families by engaging in tech talks with parents at back to school nights / orientations / literacy nights / Title I events regarding device care and digital citizenship.	Instructional Coaches School Technology Assistant School Technology Coordinator	Ongoing	N/A	$0	Greater understanding of technology uses in the schools as well as digital citizenship related topics. (stakeholder survey results)
AA-1	Streamline communication options for district / school / parent communication (Thrillshare, Class DoJo)	Director of Technology Director of Public Information Teachers Coaches Student Families	2025-2026 school year	General Fund	TBD	Increased communication between the district / schools / teachers and families
AA-2	Increase the number of schools that offer student-led help desk programs at Elementary, Middle, and High Schools by the end of 2025-2026 school year. *At the elementary level, allowing intermediate students to go into classrooms and troubleshoot/help with	Technology Support Staff Students Principal School Technology Assistant	2025-2026 school year	General Fund	$2,000	Increase in the help desk count within the district.

	simple fixes.					
AA-3	Engaging Community with Student Technology information including updating parents / guardians on new educational software or changes to current software utilized by students through emails / Google meets / recorded videos.	Director of Technology Instructional Coaches Director of Public Information	Ongoing	N/A	$0	Increased understanding of technology related topics around the community
AA-3	Let parents / guardians know availability of tools during student orientation to provide transparency and increase awareness Host "How To" nights to showcase technology used by the school/district	Principals Instructional Coaches Teachers	2025-2026 school year	N/A	$0	Increased understanding of available classroom technology in the home and community
GO-1	Host a district STLP event to highlight STLP participation, increase local awareness of the program, and give students an option to showcase their work locally. *An event for elementary, middle, & high school STLP groups to compete against each other locally before regionals & state competitions.	STC's Instructional Coaches Director of Technology	2025-2026 school year	N/A	$0	Success would be to have the event in the coming year. After the initial event as a baseline, success can be measured by participation at the events and community involvement.
GO-2	Partner with HCC/KCTCS/MSU for STLP projects by students in CTE Pathways and other areas of instruction provided by the HCC Campus.	Director of Technology Director of Public Information	Ongoing	Field Trip funds per school	TBD	Increase knowledge of what HCC/KCTCS/MSU has to offer at the Henderson Campus via tours, guest speakers, partnering on projects, and other forms of collaboration.

	Ensure that opportunity is available for both Elementary and Secondary students.				

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	Early intervention reading programs will be used to promote early reading readiness skills. (Lexia Core 5, Star Early Literacy or Imagine Learning,etc.)	Assistant Superintendent of Teaching and Learning

Principals

Instructional Coaches

Classroom Teachers | Ongoing | Title I

Title II

IDEA B

General Fund | $40,000 | Student achievement levels in reading will be increased.

online program reports |
| **AA-1** | Lexia Core 5, Imagine Learning, Reflex Math, espark, IXL or similar curriculum programs will be implemented at schools to promote both 'catch up' | Classroom Teachers

Assistant Superintendent of Teaching and | Ongoing | Title I

Title II

General Fund | $6 / student ($20,000) | Program Reports

NWEA and STAR Reports of student growth/progress |

	growth and accelerated growth in students.	Learning Instructional Coaches				
AA-1	Instructional coaches attend Digital Learning Coaches Meetings with other DLC's to stay informed and bring back to HCS.	Instructional Coaches	Ongoing	N/A	$0	Attendance records from meeting
AA-2	Continue to develop and/or expand STEAM labs in media centers (makerspaces) through professional development opportunities.	Library Media Specialists Director of Technology Assistant Superintendent of Teaching and Learning	Ongoing	Title IV and general fund?	TBD	Classes embedding makerspaces through their curriculum
AA-3	Digital Literacy - CTE pathway course	Assistant Superintendent of Teaching and Learning CTE Principal Business Teachers	2025-2026 school year	General Fund	TBD	Enrollment and completion
AA-3	All schools will be encouraged to have an active STLP team	Director of Technology STCs Principals	2025-2026 school year	General Fund	$2000	STLP competitions
AA-3	Henderson Community College Dual Credit	HCHS Principals HCC Administration	Ongoing	General Fund	TBD	Dual Credit attained

		HCHS Guidance				
AA-3	Implement the Kentucky Academic Standards for Technology in all classrooms (gr k-12)	Assistant Superintendents Classroom Teachers Principals	2025-2026 school year	N/A	$0	Evidence in observations, Lesson plan details, student exhibitions and student work.
AA-4	The district will continue to use tech resources such as Gradecam, Google Forms, GoFormative, EdCite, PEAR assessment for common assessments and formative assessments	District Teachers Instructional Coaches	Ongoing	Title 1 TB21	TBD	Student/Teacher Use Run off reports
AA-4	AIMSweb, STAR Reader/Math program,STAR Early Literacy, and Measures of Academic Progress (MAP) data will be used in elementary, middle, and high school for grades K-10 to monitor progress of students assigned to tiered interventions as part of the Kentucky Multi-Tiered Systems of Supports (KyMTSS), an RTI process. Online testing will be used at the high school to monitor progress of students assigned to tiered interventions as part of the Kentucky Multi-Tiered	Principals Instructional Coaches Classroom Teachers Intervention Teachers Assistant Superintendent of Teaching and Learning (Elementary) Assistant Superintendent of Teaching and Learning (Secondary)	2025-2026 school year	Title I	TBD	AIMSweb reports STAR reports MAP reports

	Systems of Supports (KyMTSS), an RTI process.					
AA-4	The district will continue implementation of NWEA MAP online assessment for grades K–10. The district will continue implementation of an online assessment for grades 11-12.	District Instructional Team District Assessment Coordinator Principals	Ongoing	General Fund	TBD	Continuous progress of students can be tracked and used for design of instructional interventions.
AA-5	PD opportunities including technology training for staff	Assistant Superintendent of Teaching and Learning Instructional Coaches Teachers	Ongoing	General Fund and title IV	TBD	PD Feedback Form?
AA-6	All school staff support students in the creation and continuous update of their Individual Learning Plans (ILP, grades 6-12) through the use of a ILP program	Principals Guidance counselors Student Advisors	Ongoing	General Fund	$30,000 ?	We will be implementing annual reviews of digital skills and planning through the ILP process.
AA-6	Implement Digital Citizenship Lessons for all students	Elementary STA Director of Technology Instructional Coaches	ongoing	N/A	$0	observations, lesson plans, schedules

GO-1	Core content online materials available, including online pre- post-assessments purchased by the district (such as HMH Ed, Amplify, Saavas, Mystery Science, Generation Genius)	Assistant Superintendent of Teaching and Learning Instructional Coaches Teachers	2025-2026 school year	General Fund	TBD	GoGuardian Director usage reports
G0-2	Create a district policy or procedure to address responsible use of Artificial Intelligence (AI) by staff and students	Director of Technology Assistant Superintendents of Teaching and Learning Instructional Coaches	2025-2026 school year	N/A	$0	implemented policy or districtwide procedure in place

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)
AA-1	Differentiated professional learning opportunities for teachers based on needs that will encourage the use of digital tools in the classroom	Instructional Coaches	Ongoing	N/A	N/A	Monthly Tech mini PD sessions meeting agendas/sign ins
AA-1	Beginning level skills training for technology related tasks.	Instructional Coaches	Ongoing as new staff are	N/A	N/A	Meeting Agendas/Sign-ins

			hired			Can show evidence that they can: - Sign into Google - Share a Document - Bookmark - Create a Google Classroom - Set up Go Guardian - Log into IC - Log into Gradecam - Log into Aesop - Living Calendar Access - Log into email
AA-1	District instructional staff will provide all new employee training for digital resources before they enter their work location. Additional ongoing support will be provided as needed to best meet the technology objectives. Remind staff of resources available on websites, etc	Instructional Coaches Principals District Administration	Ongoing	N/A	N/A	Evidence from training attendance, lesson plans, and walkthroughs
AA-1	All district teachers will complete a survey of technology use for instruction and student engagement (potentially Speak Up).	Director of Technology Instructional Coaches	Ongoing	N/A	$0	Evidence from the (Speak Up) survey
AA-1	District will provide support to the Media Specialists and teachers in using the STEAM / Makerspaces to aid instruction.	Media Specialists Teachers	Ongoing	TB-21	$10,000	Classroom teachers collaborate with the Media Specialists to implement Makerspace / STEAM activities
AA-1	District will provide STAs professional development day or ½ day twice a year (Personalized PD as technology changes	STAs District Technology Team	Ongoing	N/A	$0	Evidence from PD / meeting agendas

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	Use of Google Classroom as online / virtual classwork	Teachers Instructional Coaches	Ongoing	General Fund	$21,000	All teachers/staff are constantly using google classroom with students for meaningful lessons. Using for Gifted students Using for struggling students (RTI)
GO-1	Go Guardian Teacher usage to facilitate teacher administrative capabilities through remote learning opportunities	Teachers Principals	Ongoing	General Fund	$8/device	All teachers / staff are constantly using Go Guardian to monitor student's chromebook activity and push resources out to students. Using for Chromebook repairs Used by admin to receive alerts for inappropriate content so they can appropriately intervene