Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME	Allen County Schools
LOCATION	Scottsville, KY
PLAN YEAR(S)	2024-2026

https://www.allen.kyschools.us

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Planning Team

District Staff [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Kristin Smith - Director of Technology	Preston McFarland - Technician
Melissa Biggerstaff - Chief Academic Officer	
Trevor Carver - Digital Learning Coach/ Computer Technician	

Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Leah Renfrow - Allen County Primary Center Principal	Shane Humphrey - Allen County Scottsville High School Principal
Jeremy Simmons - Allen County Intermediate Center Principal	Shelby Tabor - STC
Jon Porter - JE Bazzell Middle School Assistant Principal	Rachel Davis - STC

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

Students [Recommended to include middle and/or high school students]	
Ethan Amell	
Dominic Vander Stroom	

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?
- We continued our Life-Cycle Plan to ensure we can continue to provide adequate, up-to-date staff and student devices. The High School purchased 200 new student Chromebooks, and the Tech Center purchased 100. The Technology Department ordered 50 to replace dying models.
- We replaced all BenQ and QOMO boards at the Middle School and Tech Center with Viewsonic interactive panels to bring classroom equipment up to date, limit downtime and repairs and increase instruction time. Equipment has been brought up to date and replaced district-wide now.
- Replaced final computer lab (31) at the Technical Center with Windows desktops and another lab with iMacs (31). Also added Windows and iMacs to the Education pathway classroom.
- We replaced all teacher computers at the Primary Center, Intermediate Center, and Middle School. We purchased 155 Windows laptops with a docking station to connect to the Viewsonic panel, but also have the ability to be mobile., limiting the number of devices needing repair/replaced.
- We rearranged Chromebooks to be assigned to a teacher and stay in the classroom. Students still have access to them at any given moment and for NTI, but this has limited transportation and greatly reduced damages overall.
- We implemented a new website with a digital app to increase communication with our community stakeholders and families. This allows for the posting of events, school happenings, and news stories pertinent to the district.

Goals that were not met or didn't have the expected outcomes?
- We did not implement Cyber Security training for our users for the start of the 2023-2024 school year. We will adopt formal online training for staff and make it required at the beginning of each school year in Public School works for the start of the 2024-2025 school year.
- The expectation of creating digital tools courses that are competency-based where teachers earn badges after demonstrating skills was partially developed, but is continually being expanded.
- Getting STLP started at several schools has been met with roadblocks and hurdles that we are continuing to overcome.

Which strategies are dropping off the plan because you've met them or they aren't relevant now ?
- The plan is written from a continuous improvement point of view, so all aspects of the technology implementation and integration work are viewed as areas where improvement is anticipated and expected, therefore, everything is still relevant.

Needs that emerged after evaluation of the previous year's strategies?
- Implementation of ISTE and Kentucky Academic Standards for Technology in classroom instruction.
- Continuous outside sources of funding, other than KETS, to continue to replace, update, and strengthen technology needs and requirements across the district.
- Immediate replacement of new wireless infrastructure across the district.
- Increase in cybersecurity implementation across the district in all aspects - hardware, software, and staff and student training.

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 planning team looked at our previous district technology plan to see what goals had been met, what areas needed improvement, and also determined needs that emerged after evaluating the previous plan. We had conversations about device age and the necessity of replacement, as well as which operating system direction we wanted to head in for the future for teacher workstations. I sent a survey to all staff members and students, asking questions about how they felt their technology needs were met, what could be done differently, and what they would like to see in the future.

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.

- Increased offerings in professional development and instructional coaching opportunities and training for staff members. This is based on survey data received by staff members. These trainings will improve their confidence in utilizing technology and give them relevant, up-to-date tools and techniques to integrate technology in their classroom.
- Continue to build STLP programs throughout the district. The Student Technology Leadership Program provides students with hands-on experience utilizing various technologies, improving their technical literacy.
- Host family and district events to showcase educational technology. These events will bolster excitement and improve technical literacy for staff, students, and parents. I would love to host an Hour of Code family night, a Robotics event, and an STLP showcase of student work.
- Purchase additional Chromebooks for students beginning in 2024- roughly 500 student devices yearly (enough for two grades of students.) Budgeting at $350/ device, that would total $175,000. This will help maintain our technology infrastructure with up-to-date, secure equipment to advance curriculum and instruction. Average end-of-life cycle is 6 years for Chromebooks.
- Purchase teacher classroom laptops and docking station bundles at ACSHS to maintain our technology infrastructure with up-to-date, secure equipment to advance curriculum and instruction. This will make instruction more efficient and minimize downtime.
- In Spring 202,5 we will implement Rapid Identity, in accordance with KDE, to automate staff and student account creation. This will advance technology infrastructure and improve instruction by allowing staff and students to have zero-day access as soon as they're enrolled, with teacher access to student passwords, MFA, and creating stronger digital identities.

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, our district custom-builds Google Forms to poll students about their digital learning environment, devices, and technology planning.

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.
The main data point from our student survey was to have better wireless infrastructure. Allen Public has given problems to students at all sites and we are planning to get rid of the splash page completely and just limit it as an open network with only access to HTTP and HTTPS traffic. Allen Secure will remain more secure for district-owned devices and allow more ports to be opened.

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	Participate in monthly Region 2 CIO meetings at GRREC, watch monthly CIO & EdTech Leader webcasts from KDE, and attend KySTE CIO Summit.	Technology Director	Ongoing	TBD	TBD	Increase in technical knowledge, staying up to date with new KETS systems and implementations
AA-2	Continue to work closely with Green River Regional Education Cooperative for training and collaborations	Directors, DLC/Techs, Chief Academic Officer, LMSs, STCs, K-12 Teachers	Ongoing	TBD	TBD	Ideas learned at GRREC will be shared throughout the district
AA-3	Increase the number of PDs and trainings for teachers geared toward technology	DLC, Technology Director, Chief Academic Officer	Ongoing	None	None	Recording participant numbers in PDs and seeing how they implement said technology in their instruction

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. Teams make concerted efforts to automate systems to drive effectiveness and efficiency where possible. (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-4	Continue licensing LanSchool Air as a cloud-based Device Management System.	Technology Director, Chief Academic Officer, DLC	Ongoing	ESSER KETS	We will begin year 3 of a 3-year license, so no cost at this time.	Teachers report better success with managing the devices during their classes. Less interruptions and student re-directions.
GO-2	1) Replace Chromebooks that are set for their auto-update as budgets allow. 2) Replace teacher/staff laptops at the high school	Technology Director, Chief Academic Officer	Ongoing	KETS General Funds Title Funds	$175,000/ year	Device failures will be reduced across the district.
AA-2	Replaced outdated Qomo (5) and BenQ (35) panels with Viewsonic interactive panels	Technology Director, Chief Academic Officer, DLC	Summer 2024	KETS General Funds ESSER	$86,000	Device failures will be reduced across the district.

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-2	Utilize the Kentucky Digital Driver's License platform and Common Sense Media's free digital citizenship curriculum to teach students about digital citizenship.	LMS, STCs, K-12 teachers, DLC	Ongoing	None	None	Students complete the KYDDL: (Safe) Protect Yourself/Protect Others by grade 3 at ACPC. Students complete the KYDDL: (Savvy) Educate Yourself/ Connect with Others by grade 6 at ACIC. Students complete the KYDDL: (Social) Respect Yourself/ Respect Others by grade 8 at JEBMS. Students complete the KYDDL: Digital Access, Health & Wellness by grade 9 at ACSHS. Students complete the KYDDL: Digital Law, Rights & Responsibilities by grade 10 at ACSHS. Students complete a Digital Citizen Performance Task upload to KYDDL or the Cumulative DDL Exam by grade 12 at ACSHS. Teaching staff receives training and support utilizing the Common Sense Media curriculum as a resource.
AA-1	Use Clever as a single sign-on solution to improve password management and security.	Technology Director, DLC	Ongoing	None	None	Users will have a secure single sign-on environment for accessing district-assigned applications.
GO-1	Develop a campaign that regularly reminds students and staff on cyber security threats and how to minimize their risks.	Technology Director, DLC, School STCs	Ongoing	None	None	District recognizes and promotes National Computer Security Day. District recognizes and promotes Digital Citizenship Week spotlighting these platforms.

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	Continue developing the budget in excess of KETS funds to refresh devices on a lifecycle plan	Superintendent, Chief Academic Officer, Finance Director, Technology Director	Ongoing	Title, KETS, ESSER, and GF	500 student for 2025-2026 would total $223,000	The Board of Education approves the Technology Plan, funds in addition to KETS funds are allocated for device replacement each year.
AA-3	Leverage E-rate funds to assist in paying for Managed Internal Broadband Services and licensing costs for networking equipment	Technology Director	Begin March 2024	KETS E-rate	$7,742.76 from KETS; $43,875.64 from USAC	E-Rate Approval and project completion

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

DISTRICT TECHNOLOGY PLAN

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	Communication and collaboration with the community through social media postings, website, and surveys	Technology Director, Chief Academic Officer, Public Relations Director	Ongoing	None	None	Utilizing social media outlets and new Apptegy website and app to foster transparency among parents, community partners, and other shareholders measured by engagement/response on postings and/or surveys. The app has been installed around 500 times.
AA-2	Provide communication and collaboration between teachers and caregivers through the use of ParentSquare. Stakeholders can send direct messages, post updates, and send questionnaires and forms.	All Staff	Ongoing	Title PFE and ESSER		99% of families are contactable through Parent Square and can communicate directly and immediately with stakeholders.
GO-2	Kentucky Virtual Library access will be provided to students in the district	Chief Academic Officer, Technology Director	Summer 2024-2025	ESSER and Title	$3,218.00	Students will have access to and utilize KYVL and its resources

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)
GO-2	Provide trainings and professional development on proper use and integration of Artificial Intelligence (AI) in the classroom	DLC, Technology Director, Chief Academic Officer	Summer 2025 and ongoing	None	None	Teachers will be have more confidence utilizing AI strategies in the classroom and implement it safely
AA-1	Continue to purchase and provide access to digital content to all students in Allen County Schools	Chief Academic Officer, Virtual Program Coordinator, DLC	Ongoing	ESSER, GF, Title	Based on # of seats needed	Reduce barriers to ensure 100% of students participating will be able to successfully access digital content. At least 85% of participating students will perform successfully meeting the Liberty Virtual Academy requirements 1) complete 80% or more of the content assigned to them 2) receive passing grades in all content assigned to them.

AA-4	1. Train teachers to increase knowledge and skills to use digital assessment tools to gather data to make instructional decisions and provide effective feedback to students. 2. Utilize Mastery Connect, FastBridge, and Mastery View item banks to administer rigorous formative and summative assessments to all students throughout the year.	Chief Academic Officer, Digital Learning Coach, Instructional Coaches, K-12 teachers	Ongoing	IAL Grants	Varies based on need	Teacher knowledge, implementation, and usage of digital assessment tools will improve effective feedback to students. Mastery Connect will be used by 100% of teachers to administer rigorous formative assessments at least 4 times per year and benchmark assessments 2 times per year.

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 GO-1	Continue developing the district-wide personalized professional learning system that focuses on continuous growth in content, instructional technology, and multiple opportunities for teachers to learn multiple digital tools.	Chief Academic Officer, Digital Learning Coaches, Variety of content experts	Ongoing	ESSER, Grants	Varies based on content and need	1) Teachers and staff will use the personalized learning site to differentiate their learning based on needs. 2) KY Impact data demonstrate an increase in the percentage of teachers contributing to their own professional learning.

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	Continue supporting the learning management system K-12	DLC, Chief Academic Officer, Principals, Teachers	Ongoing	None	None	Provide guidance, support and resources for implementing a districtwide K-12 learning management system. Data from the utilization of the system will be a measurement of success.
AA-1 GO-1	Continue developing the district-wide personalized professional learning system that focuses on continuous growth in content, instructional technology, and multiple opportunities for	Chief Academic Officer, Digital Learning Coaches, Variety of	Ongoing	ESSER, Grants	Varies based on content and need	1) Teachers and staff will use the personalized learning site to differentiate their learning based on needs. 2) KY Impact data demonstrate an increase in the percentage of teachers contributing to their own

	teachers to learn multiple digital tools.	content experts				professional learning.