Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Paintsville Independent

LOCATION Paintsville, KY

PLAN YEAR(S) 2025-2026

www.paintsville.kyschools.us

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Planning Team

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

Bryan Auxier, Superintendent

Joseph Schmitt, Finance Officer

CIO/DTC

Micca Caudill, DAC

Johnathan Sexton, Technician

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

Chester McCoy, Principal Kristy Frazier, Principal

Georgia Baldwin, Counselor Ashley Adams, Counselor

Calvin Music, DPP Stephanie Schmitt, Librarian

Michelle Stambaugh, Librarian Jessica Davis DLC

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

Leslie Hall, Michael Martin,

Joseph Porter, Roger Short,

Walter Crace

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

Ethan Baker, Grant Schmitt, Reagan Schmitt, Lily Triplett

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

Foothills Telephone Peoples Bank	

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 were successful in linking all of our facilities to each other with point to point networking devices and cloud wifi. We were able to complete our endpoint revamp in all of our wiring closets throughout the district. We were able to buy new computer labs for both our highschool as well as our elementary school.

Goals that were not met or didn't have the expected outcomes?
We are still continuing the planning and development of our economic development center; the technology infrastructure and the areas of technology that we will offer our students. We are also still working on finding the right candidate to revamp our stlp program.

Which strategies are dropping off the plan because you've met them or they aren't relevant now ?
Connecting all facilities back to the district.

Needs that emerged after evaluation of the previous year's strategies?
Continued efforts in revitalizing our stlp program.

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?

Our planning team decided on the goals for this plan by evaluating the goals in our previous plan, examining the new standards for technology, and comparing it with other surrounding districts.

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 continue building our steam center; as a part of this we will continue to develop technology pathways as well as other studies for our students, we will purchase, monitor and maintain all equipment needed for these areas of study for the district.

We plan to continue our partnership with the dataseam apprenticeship developing students who are not only ready to work in the field of technology but also show work experience in the field.

We plan to continue and develop our student lead technology help desk.

We will be continuing our district wide 1:1 device initiative.

We will be utilizing a copier lease as well as the implementation of papercut to help monitor and reduce unneeded printing cost for the district.

We will be working on getting a district purchased fiber line for our new steam center which will help reduce the cost over time of using epipe technology.

We plan on moving all district servers and state equipment to a new and improved infrastructure.

We are planning on purchasing interactive boards for our classrooms.

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)?

We have a 4 student diversified panel, both male and female ranging in grade from 7th to 12th. Two students are help desk students and were able to offer input on what they have witnessed and experienced in the digital learning environment from various perspectives. Moving forward we plan on creating a student voice survey to be able to reach more of our students.

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.

We are working on improving our current student collection methods. We currently use google forms and surveys as well as discussion with technology apprentice students.

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)
AA1	CIO Summit	DTC	Annually	KETS	300	Through Collaborations with every edtech leader in the state we are able to better grasp effective programs and policies that have proven to have greater success rates across the state and eliminate options that may not serve our kets environment as effectively.
AA2	Regional Technology Meetings	CIO, DTC	Monthly	KETS	0	Attendending regional meetings is a crucial step in staying up to date on critical updates, issues and concerns affecting all edtech leaders.

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)

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)
AA1	Purchase a fiber connection from our new steam facility back to our core.	CIO, DTC, Extreme	6/1/25	KETS/General Fund	10,000	Upon completion we will have a direct connection back to our schools instead of a epipe connection.
AA3	Continue to purchase and support 1:1 chromebook initiative district wide	CIO,DTC, Trafera	Annually	KETS/General	30,000	The technology Activity Report will show an increase in chromebook purchase that matches the amount of aged out chrome devices.
AA4	Continued use of savvas digital textbooks district wide as well as Edmentum for our virtual students	CIO,DTC,DPP	Annually	General	20,000	Through communication with our teachers, counselors, and principals on student performance.
AA2	The district will continue to service, maintain, and repair the network and all district owned equipment.	CIO, DTC	annually	General	20,000	Through the use of help desk and network monitoring tools we can effectively identify and resolve issues.
AA2	continued contract with our mdm (filewave) services for all staff and student devices	CIO, DTC	Annually	KETS	5000	Filewave will help us be able to remotely assist staff members when we are in other locations in the district reducing down times and increasing efficiency.

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	The CIO will present to the board and to staff the district's data management policy and data breach guidelines.	CIO	Annually		0	Knowledge of what to look for and what to do if a data breach happens. Helps reduce the chance of having a breach and the damage that can be done.
AA5	The CIO/DTC will collaborate with the instructional supervisor to provide all staff with resources on internet safety and digital citizenship	CIO DTC DLC Instructional Supervisor	Annually			Training on internet safety and digital citizenship for both staff and students provide a greater understanding of the risks that can come with technology and how to face them.

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)
AA2	purchasing adp warranties for 1:1 devices to help with device lifespan and sustainability.	CIO/DTC	6/30/24	KETS	5000	It will reduce unrepairable device numbers and lower repair cost.
AA2 GO2 GO3	The District will continue its district copier lease with the added papercut program to monitor printing and printing cost	CIO/DTC	Annually	General	20,000	Through the use of the leases copiers and papercut functionality we can monitor printing cost for the district on a per user basis; which can help provide details needed to determine cost reduction policies. It also allows for us to set a printing budget per user to help keep the districts printing on budget.
AA3	The district will continue to match all kets offers of assistance as received	CIO CFO SUPT BOARD	Annually	General	15000	
AA3	The CIO/DTC will continue to explore all grants and available technology funds applicable to the district. (KETS, ERate, ECF)	CIO DTC	Annually	General/Kets	20000	By maximizing the amount of federal and state money awarded to schools we will be able to provide more networking and endpoint user devices to maintain and support a healthy network for our students and staff.
AA1 GO1	Continued partnership with dataseam	CIO DTC	Annually	General/ Kets	20000	Through collaborations with dataseam and the dataseam apprenticeship we are able to provide our apprentices a department of labor certificate in information technology while also earning computing power for our

						district as a whole at a rate of 1 dollar per .17 cents of every district dollar spent.

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)
AA3 GO1 Go2	We will continue to partner with BSCTC and with Morehead State University to provide both dual credit courses and post-secondary education courses to our students.	Principal Counselors Superintendent	Annually		0	Being partnered with post secondary education facilities allows us to offer our students a more diversified curriculum and pursue higher education at an earlier age.
AA1	Continuing Partnership with Dataseam apprenticeship	CIO/DTC	Annually	KETS	5000	Collaboration with dataseam allows for a student to take part in a unique program that provides education and on the job training in the field of technology the local partnership allows for the student to earn a department of labor work certificate in technology after successful completion many students have the ability to go straight to work providing information technology services to their local communities.
Go2	Continuing partnership with edgenuity	Principals Counselors	Annually	General	10000	Our partnership with edgenuity allows us to provide the students who need a remote learning option a wide range of curriculum to service their learning needs and offer them a quality education option.

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)
AA1 GO2	Teachers will continue to provide modern classroom models of instruction. To Incorporate more technology in the classroom and be able to provide a more individual paced learning curriculum for students.	Principals Counselors Teachers DLC	Annually		0	Through results of state summative testing
AA1 AA5 GO1 GO2	The district will continue to provide Cloud based instructional programs to provide content reinforcement and mastery. These programs can help build individual learning curriculums and help build modern classrooms for instruction.	CIO DTC Principals DLC Superintendent	Annually	Title 1 General KETS	30000	Through student mastery results and scores on state summative testing.

AA3	The Instructional supervisor, Principals and Counselors will go over the new technology/ digital literacy content standards and will provide information and training to staff as needed.	Instructional Supervisor Principal Counselor	September 2024		0	Proper training and awareness of the new standards will increase student mastery of the standards.
AA1 AA5	Chrome devices and digital textbooks will be used for anywhere anytime learning.	Teachers CIO DTC	Ongoing			Chrome devices provided to students allow for access to online textbooks and curriculum as well as access to online classrooms and training, and recordings to help with student content mastery.

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)
AA1 GO1	The DTC/CIO and Principals will communicate with the staff on what resources and technology pd trainings would be most beneficial to their curriculum	CIO DTC Principals	Annually		0	Through classroom observations and through student test results we will be able to determine how beneficial the pd training is and what may need to be changed or improved upon.
AA1	District technology staff CIO, DTC, and DLC's as well as	CIO DTC	Annually	KETS	1000	Staying up to date on the latest technology tools and trends

	some of the teacher leaders in each school location will attend kyste, regional technology meeting and webcast to learn new strategies to help guide teachers toward the most useful and successful technology procedures in the classrooms.	DLC				district wide provides the greatest opportunity for success in the classroom for our students.

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)
AA1	Continue with Edgenuity	DPP, Principal	7/1/24	General	10000	Through discussions with the teachers, counselors, and principals about the quality and effectiveness of the program for our students that need a virtual option.
G0-1	PD training from our DLC'S on google classroom, goguardian and some of the other tools available to our teachers.	DTC, DLC, CIO	8/25/24	General	3000	The more tools and proper training that a district can provide for their staff the higher the chance for growth and success.