

DISTRICT NAME Hardin County Schools

LOCATION Elizabethtown, KY

PLAN YEAR(S) 2025-2026



HARDIN COUNTY SCHOOLS
HELPING CHILDREN SUCCEED

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Planning Team

District Staff	
Terrie Morgan, Superintendent	Greg Sutton, Chief Academic Officer
John Stith, Chief Financial Officer	Lafe Tabb, CIO/Director of Instructional Technology
Brandy New, Director of Innovation	Caitlyn Farrow, Instructional Technology Coordinator
Tim Calvert, Network Administrator	Michael Arnold, Network Administrator
Wayne Simpson, Network Administrator	Kevin Montgomery, Voice & Data Specialist
Additional District Contributors	
Dawn Johnson, Board Chair	Charlie Wise, Board Member
Steve Bland, Board Member	Mark Casey, Board Member
Ben Sego, Board Member	
Other [parents/community members, business and nonprofit leaders, etc.]	
Jessica Hundley, Central Hardin STC	Kate Regis, John Hardin STC
Michelle Smith, North Hardin STC	Margie Findley, Bluegrass STC
Sherrie Norris, East Hardin STC	Megan Verela, JT Alton STC
Shelly Haun, North Middle STC	David Robbins, West Hardin STC
Tammy Riggs, Cecilia Valley STC	Sue Langley, Creekside STC
Kaela Mabe, GC Burkhead STC	Krystal Miller, Heartland STC
Kathy Hamilton, Lakewood STC	Mikki Bland, Lincoln Trail STC
Kandi Bradford, Meadow View STC	Amanda Urbahns, New Highland STC
Cindy Sage, New Highland STC	Rebecca Isaacs, Radcliff STC
Pam Johns, Rineyville STC	Amanda Patterson, Vine Grove STC
Rebecca Tabb, Woodland STC	Sarah Bauer, Central Hardin STC

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?

- Implemented wireless upgrade for all district facilities
- Student repair program for chromebooks
- Implemented survey to collect input on digital learning from students and other stakeholders
- Creation of an Artificial Intelligence guidelines for the district

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

- Continue to evaluate next generation of network switches for district
- Increase participation in classroom management system for classes with 1 to 1 chromebooks

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

-

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

- Due to changes in state budgets, determining need and funding sources for additional Infinite Campus tools

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?

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.

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 implemented the Speak Up survey for the first time this January.

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.

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	Implement yearly Speak Up or similar survey for technology to students and other stakeholders	CIO/Tech Coordinator	January	n/a		Collect baseline data from the first student voice survey. Use that baseline to set goals.
AA-1	Use Studer staff surveys to gather feedback on Technology Department customer service.	CAO	Twice yearly	n/a		Set goals to improve all areas of survey results.
AA-3	Support teacher led technology based professional development opportunities	CIO/Tech Coordinator/ Director of Federal Programs	Throughout year	Title IV	\$20,000	



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, sunset/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	Maintain new wireless access points across the district, making adjustments as needed	All tech staff	Ongoing			Installation & functioning wireless network
AA-1, AA-3	Maintain wired network infrastructure to support all facets of district needs, including desktop access, printing, security, voice, and other essential services for student and staff needs.	All Tech Staff	Ongoing	KETS, General Fund	\$100,000	Lack of downtime of our services, survey information
AA-2	Replace aging staff PC's to ensure the best delivery of instruction to students.	CIO/STCs/Techicians	Summer 2025	KETS	\$25,000	Have all old Dell Optiplex 7010's off the network
AA-3	Commit funding for a 1 to 1 chromebook initiative beyond ESSER funds	Superintendent/Board/CIO	Yearly commitment to replace 1/3 of chromebook fleet	General	\$800,000/yr	Having a 1/3 replacement cycle in place
AA-3	Providing GoGuardian for grades K-12 to help classroom management with chromebooks.	CIO	yearly	KETS	\$39,200/yr	Usage statistics
AI-1	Continue to provide students and teachers with technical support for devices used for instruction.	All Tech Staff	Ongoing	General Fund		Work Order Reporting and Student Surveys



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)
AA5	Improve Digital Citizenship instruction throughout district by implementing new curriculum for middle and high & uniform curriculum for elementary	CIO, Instructional Tech Coordinator, STCs, Principals, Teachers	completed by May 1, 2026	n/a	n/a	Number of student who successfully complete program
AA3	Use data from surveys conducted by Stueder Education to improve technology department effectiveness	CIO	ongoing through school year	na		Survey results over a 3 year period.
AA3	Distribute a Student Technology Survey	CIO, Instructional Tech Coordinator, STCs, Principals, Teachers	January	na	na	School participation rates

**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)
AA1	Continue to work with the CFO to find funding for technology projects that exceed KETS allotment.	CIO, Chief Financial Officer, Superintendent	ongoing	KETS General Funds	varies	Successful installation and implementation of projects that exceed KETS allocation.
AI-2	Continue to inform district and school leadership on digital efficiencies.	CIO, IT Staff	ongoing	NA		Compare year to year costs when changes are made
AA-3	Continue to leverage Erate funds for eligible services as needed by the district. This can decrease the district's financial responsibility by 80% saving the district hundreds of thousands of dollars. Including fiber contract for wide area network.	CIO, IT Staff	ongoing	NA		Annually calculating the Erate funding award and comparing to the district's expense for eligible services to verify Erate is being fully utilized and these funds provide a significant savings to the district.



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)
AA2	Work with local law enforcement to create a presentation that can be given at school parent events and on the local access tv channel that emphasizes the importance of internet safety.	Director of Innovation, Director of TVP, Local law enforcement	throughout school year	General Funds	\$1000	Number of parent events where presentation is given. Broadcast on local access channel
AA1	Maintain and improve online registration system for parents	CIO, Computer Operations Manager, Director of Student Services, Attendance staff	Ready for registration window	General Funds	\$35,000	Number of registrations completed online increase from previous year. Amount of paper used vs previous year.
AA-2	Review and implement new one way communication system for the district	Superintendent's office, Tech Staff, Building Admin	Summer 2025	General Funds	\$20,000	Compare metrics from previous product to new product after first year.

**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)
AA2	Increase the number of students involved in STLP across the district by providing coordinators more resources and by removing barriers to participation (mainly transportation issues to regional and state competitions)	CIO, Director of Innovation, STLP Coordinators	May 1, 2026	KETS	\$10,000	Number of students who attend regional and state competitions.
AA4	Continue to provide support for Edulastic/Pear Assessment for teachers	Technology Coordinator	throughout school year	na	\$0	Comparison of iReady testing data to state testing data to see if there is a correlation
AA8	Maintain 4 IT pathway as an option for students	CAO/Tech Coordinator	throughout school year	LAVEC	\$25,000	Compare year to year enrollment data
AA5	Digital Curriculum for K2 Reading, 6-8 ELA & Math	Instructional Services	throughout school year	General Funds	\$150,000	Create baseline data this year

		Department				
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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	Provide multiple professional development opportunities throughout the year and in the summer for the implementation of technology in the classroom	CIO, Instructional Tech Coordinator, Innovate Fellows	Summer 2025 & throughout school year	KETS Federal Programs	\$10,000	Number of technology related PD hours completed by staff
AA1	AI training for all staff	ISD	Summer 2025	na		

AA-2	AI Fellowship, creating AI teacher leaders throughout the district	Tech Coordinator	Throughout school year	KETS	\$10,000	Teacher usage of AI metrics
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Use of Space & Time
Future Ready Gear

KETS GUIDING PRINCIPLE – The personalized learning environment for students requires reimagining the use of school space and time. Virtual instruction, cloud-based learning tools, digital instructional material, digital collaboration, digital workflows, digital efficiencies, and digital relationships, etc., assist in providing the vehicle for everywhere, all-the-time teaching and learning.

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



AA-1

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



GO-1

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

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI1	Train teachers and administrators of the use of classroom management tool GoGuardian to enhance student online productivity and safety.	CIO, Instructional Tech Coordinator	on-going		\$na	Number of teachers proficient in GoGuardian