

DISTRICT NAME Meniffee County Public Schools

LOCATION Frenchburg, KY

PLAN YEAR(S) 2026-2027



www.meniffee.k12.ky.us

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Planning Team

District Staff [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Joshua Kincaid – Superintendent	Lorri Bartley – Chief Financial Officer
Jodi Blackburn – Director of High-Quality Instructional Systems	Mark Clemons – CIO/DTC
Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Lajohna Williams – Menifee Central Principal K-7	Kelli Abney – Menifee Highschool Principal
Sally Morris – Digital Learning Coach	Stephen Burchett – Business Coach
Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Greg Spencer – Chairperson	Julia Maness – Vice Chairperson
Elaine Martin – Board Member Matthew Cooper – Board Member	Brenda Evans – Board Member
Students [Recommended to include middle and/or high school students]	
Hayley Workman – DataSeam Apprentice	Jacob Punar – DataSeam Apprentice
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?

K-12 students have a Chromebook, our elementary and high school facilities have iMacs in the media centers. 150 Chromebooks were refreshed, 40 shiny new iMacs landed in labs with updated OS, and our awesome Digital Learning Coaches and Dataseam Apprentices Jacob & Hayley are still in classrooms, making tech integration a breeze.

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

The data security and privacy training would gain greater impact through the implementation of a formal process to monitor the adoption of technology standards in classrooms. Additional brainstorm sessions for the upcoming year will occur to enhance our knowledge base across the district.

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

Mosyle MDM has been officially implemented across the district; all iMac policies and restrictions have been updated and deployed for the 2025-2026 school year.
Regarding Windows, our strategies related to updating older versions will drop off and we are retiring Windows 10 clients.

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

All existing Windows machines will be upgraded to Windows 11. Chromeboxes will also be removed and retired.
A key finding from last year's strategy review is the necessity of implementing a mobile device management (MDM) system, like Mosyle, to ensure effective tracking, updating, and security of ipads within our schools.
To enhance cybersecurity beyond basic network security measures, the district investigated AI-related solutions. These systems offer the advantage of proactively detecting and responding to cyber threats by analyzing network traffic to prevent data breaches. A new goal is to transition all network switches over to AI technology devices by 2028.

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 new tech plan is designed through deep collaboration between administrators, tech experts, and our community. At its heart is the Student Helpdesk—a program where students drive tech support by troubleshooting for their peers and teachers. It's more than just a help desk; it's a way for students to build real-world collaboration and tech skills while supporting our entire district while providing daily, weekly feedback.

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.

Seamless connectivity fuels success, and our technology teams are making it happen. By consistently refreshing network infrastructure – think Wi-Fi access points and switches (Juniper AP's with AI technology) – and the devices used by our students and teachers, we're ensuring a reliable and efficient technology experience. This means fewer technical headaches and more focus on what truly matters: learning and teaching.

The profound impact of DataSeam Technology Apprenticeships lies in the real-world experience students gain under the guidance of seasoned tech professionals. This mentorship, coupled with the program's bridge between academia and careers, equips students with crucial in-demand skills for success in college and life.

The Student Technology Leadership Program (STLP) empowers students to become technology champions in the Menifee school community by offering a powerful combination of leadership skill development and tech expertise. This is achieved through practical, hands-on projects, notably including a student helpdesk, providing real-world experience.

The impact begins right here in Menifee, and for me, it starts with the implementation of these activities. This will foster a vibrant learning ecosystem where technology empowers both our students and educators. I believe this will lead to students gaining valuable skills and experiences, and teachers receiving the ongoing support they need for seamless technology integration, enriching the learning journey for everyone in our Menifee community.

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 or strategy to collect student responses about the digital learning environment? If so, which tool or method (ex: KY Speak Up, survey created by you or the district, student focus groups, other)?
Currently, there's no specific method in place other than direct email recommendations, but I'm looking forward to implementing more student focus surveys in the year 2026-2027 to gather valuable feedback.

If you have a method to collect student voice for this purpose, reference specific data or discussion 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)

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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)
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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.
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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.
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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	We are now developing targeted surveys for different stakeholders (teachers, students, parents). These surveys will focus on gathering specific feedback regarding KETS functionalities, user experience, and the perceived impact on learning.	Director of High-Quality Instructional Systems/DTC /CIO	Feb 2027	N/A	\$0	Our goal is to achieve a target response rate of at least 50% from each stakeholder group (teachers, students, parents). This high level of participation will ensure robust engagement and provide statistically significant data for meaningful analysis.
AA-2	Proactively engaging in the EdTech community, we will attend conferences and events to network with potential partners. Participation in workshops and presentations will allow us to learn about current trends and connect with relevant organizations.	Edtech/Director of HighQuality Instructional Systems/DTC /CIO	April 2027	General Funds	\$2000	We are implementing a strategy of defining clear goals for each conference attendee and their desired outcomes. This will ensure our participation is targeted and allow us to effectively track progress toward our objectives.
AA-3	We are actively building a network of Tech Champion teachers across all school buildings. These individuals will be the go-to for initial peer support and will help troubleshoot common technology challenges faced by their colleagues.	Edtech/Director of HighQuality Instructional Systems/DTC /CIO	June 2027	N/A	\$0	We will continuously monitor the number of tech support tickets submitted centrally. A well-functioning Tech Champion network should lead to a noticeable decrease in basic troubleshooting requests as teachers effectively utilize their in-building peer support system.

**Robust Infrastructure & Ecosystem***Future Ready Gear*

KETS GUIDING PRINCIPLE – A robust infrastructure delivers the device, identity, network, leadership, and support needs of staff and students to create personalized learning environments using digital tools and resources.

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

**AA-1**

Continue to provide nation's first, fastest, highest quality, and most reliable and secure internet access to 100% of Kentucky's public schools

**AA-2**

Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments

**AA-3**

Continue to provide digital equity and foster a culture of digital connectedness for students and staff by ensuring access to a 1:1 device assignment, prioritizing mobile devices over traditional computer labs, and providing consistent Wi-Fi coverage throughout schools. This approach emphasizes always-on, everywhere seamless digital opportunity and access, and includes an emphasis on empowering schools/districts to have a full understanding of digital access beyond the campus

**AA-4**

Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services

**AA-5**

Continue to implement efficient and effective interoperability strategies with statewide, districts, and schools EdTech systems and platforms (including integrations and seamless data exchange). Interoperability strategies aim to enhance user experiences and drive administrative efficiencies with education technologies.

**GO-1**

Improve responsive EdTech support systems by securing leadership positions designed to make decisions to improve teaching and learning through technology integration. This role outlines the district's vision for education technology, implements digital learning strategies, and ensures that technology resources align with students' learning needs. Responsibilities and expectations are primarily focused on understanding the educational needs and challenges of the district with a "seat at the table." Responsibilities would likely include influencing district-level budget conversations, leading planning

efforts, research, procuring state and federal program funding, and establishing overall direction and vision of using technology for school efficiencies and instruction/learning.



GO-2

Improve formal cycles for review, refresh, and replacement - ensure upgrades, additions, and when called for, sunseting/eliminations in a timely, environmentally responsible and proactive manner of devices, infrastructure, and digital tools and resources. Where possible, teams make concerted efforts to automate systems to drive effectiveness and efficiency. (This is also connected to budget gear)

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA	To provide secure and consistent experience for all Apple device users, we are implementing a comprehensive Mobile Device Management (MDM) solution across the school district. This will standardize configurations, enforce security protocols, and simplify application deployments.	CIO/DTC/ Vendor Partner	July 2026	General Fund/School base	\$1706.25	A key performance indicator we are monitoring is the enrollment rate of Apple devices in the MDM solution. Achieving a high percentage of enrolled devices is crucial for ensuring comprehensive management and consistent security protocols are applied across the district.
AA-3	Upgrade network switches with integrated AI technology that continuously analyzes network traffic, port utilization, and potential bottlenecks, automatically adjusting configurations to optimize overall network.	CIO/DTC/ Vendor Partner	October 2027	Erate/KETS General Fund Federal Program Grant School-based Other	\$65000 / District Est. USAC – 6500.00	To assess network performance, we will measure average download and upload speeds for users in various school locations. We anticipate seeing a general improvement in connection speeds across all areas.

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Data Security, Safety, Privacy & Use

Future Ready Gear

KETS GUIDING PRINCIPLE – Strategic use of student data is a cornerstone of digital learning and must be done securely, safely, and with a focus on maintaining privacy. Laws, policies, and procedures are enacted at the federal, state, district, and school levels that work in conjunction for this purpose. Student data are then utilized by security-aware, data-fluent, and data-informed educators for improved decision making leading to increased learning for students.

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



AA-1

Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning (*Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card*)



AA-2

Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats (*acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering*)



AA-3

Continue to utilize adoption metrics or trending data for planning purposes that allow EdTech and instructional leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine the effectiveness and future direction (*annual auditors, Impact survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, SpeakUp*)



AA-4

Continue to migrate key administrative and student data sets to secure cloud providers that allow everywhere, all-the-time secure access for the improvement of student learning (*Infinite Campus, Early Warning, School Report Card, MUNIS*)



GO-1

Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the “radar screen” of teachers/staff (*The People Side of EdTech*)

**GO-2**

Improve and enhance the tools available to maximize the use of data through enhanced reporting, tools that help improve data quality, and visual data analytic tools. Kentucky K-12 data systems are first-class, and we need enhanced tools to create a more usable and more interesting story for the average person who may not have a technology and data background.

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Develop and implement a consistent data analysis protocol for IC the Menifee technology department	DTC/CIO/Technician/Director of High Quality Instructional system	Ongoing	N/A	0	Compare the tech department's data analysis time before and after the protocol. Less time post-implementation points to better efficiency.
AA-2	We're training staff and students on key data security habits: good passwords, phishing awareness, and safe online behavior.	Staff/Students/DTC/CIO/Technician/Director of High-Quality Instructional system	Ongoing	N/A	Unknown	Monitoring the volume of suspicious email and security threat reports from staff and students will help us gauge training effectiveness. Higher reporting numbers suggest improved awareness.
AA-2	Deploying Bitdefender-powered antivirus via the Splashtop console to provide real-time malware protection and web filtering on all managed devices.	DTC, CIO, Technicians, Director of High-Quality Instructional System	Ongoing / Phased Rollout	July 2027	\$2400	100% installation rate on managed devices; a measurable decrease in successful malware infections; and data from the Splashtop console showing blocked malicious URLs.



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	Establish clear roles for technology department	DTC/Technician/Director of HighQuality Instructional system	Review Annually	N/A	0	Increased awareness of the specific positions and their associated technology-focused duties that contribute to technology and instructional support.
AA-2	Establish a strategic plan and allocate necessary funds for the systematic replacement or refreshing of student and staff devices, as well as their responsible recycling at the end of their lifecycle.	Finance Officer/DTC/ C IO/Directors	Review Annually	General Funds/Schoolbased	\$54,867.72	Let's survey students and staff about their new devices, specifically asking if they've noticed improvements in speed, battery life, and how easy they are to use compared to the old ones. Positive responses here will indicate success.



Partnerships

Future Ready Gear

KETS GUIDING PRINCIPLE – Connecting students, leaders, and educators to the local and global community is a key factor to student success. The Master Plan will continue to provide opportunities for trusted relationships to build those connections as well as increase communication and transparency with shareholders, including families, districts, vendors, regional education collaboratives, postsecondary institutions, public libraries, and business/industry, in support of student learning and preparation beyond K-12.

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



AA-1

Continue to build trusted relationships with shareholders (families, districts, partners) to increase engagement, outreach, and connecting classroom experiences outside of school. (*districts, vendors, higher-education, regional education cooperatives, KET, KyVL*)



AA-2

Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.*)



AA-3

Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (*eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey*)



GO-1

Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation, especially in regard to student project-based demonstrations of technology competencies; get more students on college/university campuses while they are a K-12 student. Encourage postsecondary institutions (as well as other partners) to host STLP events and/or fully maximize the opportunity to showcase the university and its programs while students are on campus



GO-2

Improve access to resources and professional learning for district-based online/virtual and remote learning programs to engage in continuous improvement in order to create high-quality online learning experiences for students

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Deploying Bitdefender GravityZone to all managed endpoints to provide multi-layered protection, including machine learning-based threat detection and web traffic filtering.	DTC/CIO/Directors	Initial Rollout: 30-60 Days; Monitoring: Ongoing	\$2000	Technology Budget	100% agent compliance on all staff/student devices; zero "unmanaged" school owned devices on the network; and a reduction in successful malware infections or "cleanup" tickets.
AA-3	Continued leverage partnership with DataSeam to establish student internship program	DTC/CIO/Technician/Director of HighQuality Instructional system	Ongoing	\$10,000	School-Based/General Fund	Increase capacity in student leader apprentices and employment.



Digital Curriculum, Instruction & Assessment

Future Ready Gear

KETS GUIDING PRINCIPLE – A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards (KAS). A robust digital environment provides students with the opportunity to assess their own learning/progress towards mastery of content/skills or utilize instructional technology to provide timely feedback that moves learning forward. Digital curriculum and instruction can also provide students the opportunity to create digital products showcasing a deep understanding of core competencies of every subject, demonstrating mastery of Kentucky Academic Standards for Technology, and utilizing digital collaboration tools that provide a realistic connection to postsecondary and career readiness.

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



AA-1

Continue to provide access to high-quality learning experiences which further aligns to the Kentucky Digital Learning Guidelines



AA-2

Continue to promote, for ALL students, the use of Kentucky-approved/adopted Kentucky Academic Standards (KAS) for Technology, KAS for Computer Science, and KAS for Library Media Learning *(all based on national and international learner standards)*



AA-3

Continue providing opportunities for students to demonstrate learning connected to and through KAS for Technology, KAS for Computer Science, and KAS for Library Media Learning *(empowering students through technology with STLP, CS/IT Academy, etc.)*



AA-4

Continue to provide efficient and effective access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students, and make curriculum decisions *(online formative assessment tools, interim based assessments, and summative assessments)*



AA-5

Continue to provide districts/classrooms access to high-quality and effective digital instructional materials through an equitable and robust digital experience

 AA-6	Continue to support teacher efforts in taking ownership of digital citizenship skills and educating their students in the same skills to foster a responsible, safe, secure, and empowered digital learning environment.
 AA-7	Continue to play a vital role in implementation of summative online assessment and school report card
 AA-8	Continue to create a closer connection with Career and Technical Education to explain computer science career pathway offerings specifically related to computer programming/coding and increase valuable industry-level certifications and exams available through the CS & IT Academy
 GO-1	Identify high-quality digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students
 GO-2	Encourage, engage, and empower the safe and responsible uses of Artificial Intelligence (AI) into school efficiency and the learning space by teachers and students (ensuring humans remain in the loop with strong AI implementations)

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	K-12 students: Access to KAS-aligned tech courses. Pacing guides available.	Principals/Director of High-Quality Instructional system/Principals/Teachers	Ongoing	N/A	0	Increased opportunity to demonstrate learning connected to and through technology (Master Schedule)
AA-3	Every school will have a recognized STLP Program DTC	DTC/CIO/Technician/Director of	Ongoing	KETS/General Funds	\$2000	Attendance at Regional and State STLP Events STLP Student Participation

		HighQuality Instructional system/Principals/Teachers/Students				
AA-4	Provide access to online assessment tools. (Universal Screener, Interim, Benchmark, Formative and Summative)	DTC/Director of HighQuality Instructional system/Principals/Teachers/Students	Ongoing	General Funds	\$52,000	Increased student performance data. (Case 21 data, cert data, iReady, K-prep and Gradcam,
AA-6	Provide each school with a Digital Learning Coach (DLC)	Principals/DLCs/DTC/CIO/ Technician/D irector of HighQuality Instructional system/Principals/Teachers/Students	Ongoing	General Funds	\$3,000	Increased capacity in teachers' ability to utilize technology in instruction. (Coaching logs, Tech Cadre minutes, Professional Learning Logs)
AA-6	All 12th students will complete the Ky Digital Driver's License	Director of High-Quality Instructional system/DTC	Ongoing	N/A	0	The proportion of 12th graders who achieve both enrollment and completion of the program, having met all testing and coursework demands.
AA-8	Provide opportunities for high school students to take AP Computer Science, as well as web design/coding courses and digital literacy to	Principals/Director of HighQuality Instructional system/Princ	Ongoing	N/A	0	MCHS Master Schedule and CTE Pathways

	support CTE Pathways	ipals/Teachers				



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	To maximize the effective use of technology in instruction, the district will increase teacher capacity through professional development opportunities,	DTC/CIO Director of HighQuality Instructional systems DLC's	Ongoing	General Funds	\$449	Observe classrooms to assess how well teachers are using technology in their lessons following professional development. Focus on technology's impact on instruction, student engagement,

	including Google Certification.					and learning outcomes.
AA-1	To ensure teachers are well-supported in their digital learning journey, we will continue to implement the District Tech Cadre to identify and address their professional learning needs regarding the effective use of technology resources.	DTC/CIO Head Technician Director of HighQuality Instructional Systems DLC's	Ongoing	N/A	0	Teachers will gain a clearer understanding of their professional learning needs and the relevant opportunities through resources like the Professional Learning Schedule, Teacher Needs Assessments, and Tech Cadre Minutes.
AA-1	To further enhance their skills and impact, our Digital Literacy Coaches will pursue Google Certified Trainer status and actively participate in DLC Summits and the KySTE Conference, bringing valuable knowledge and insights back to the district.	DTC/CIO Director of HighQuality Instructional Systems	Ongoing	General Funds	\$1,200	Increased capacity of Digital Learning Coaches. (Google Certified Trainers, Professional Learning Logs)



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	To ensure a consistent and high-quality online learning experience across K-12, the district will adopt and systematically implement the Edgenuity curriculum.	Director of Support Services Director of HighQuality Instructional Systems Instructional System and Coaches	Ongoing	General Funds	Unknown	Ensuring everyone has the support they need, we are increasing the availability of technology help for parents, students, teachers, and the broader community. Ticket monitoring via Spicework tool.

GO-1	Update changes to student Help desk to provide extended technological support to more stakeholders.	Technician STLP Coaches Students and Techs	Ongoing January 2026	General Funds	0	Increase availability of after hour and weekend help for parents, students and teachers.