

DISTRICT NAME Christian County Public Schools

LOCATION Hopkinsville, KY

PLAN YEAR(S) 2026-2027

Sample (replace with district logo and URL)



CHRISTIAN COUNTY
— PUBLIC SCHOOLS —
A Community Committed to Phenomenal Schools

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DISTRICT TECHNOLOGY PLAN

Planning Team

District Staff [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Rebecca Martin, CIO/DTC	Jessica Darnell, Director of Business
Christopher Bentzel, Superintendent	Dr. Jason Wilson, Assistant Superintendent
Clayton Sumner, Director of School Safety	Dr. Kadi Ralston, Director of Academies
Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Arnelle Wesley, Principal	Megan Kem, Principal
Olivia Clark, Assistant Principal	
Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Sandra Hancock, Academy Coach	Dr. Tracey Leath, Director of Federal Programs
Dr. Kim Stevenson, Director of Student Services	
Students [Recommended to include middle and/or high school students]	
Other [parents/community members, business and nonprofit leaders, etc.]	
Chris Tyson-Renshaw, DLC/ Parent	Chris Nahlik, DLC
Shea Walker, DLC/Business Owner	

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?

- Technology purchases for the new high school are progressing. We have put in the wired and wireless network, purchased Viewsonics, and purchased Chromebooks. Looking to add staff devices and phones to mix soon
- Utilized E-Rate consultant to help with our E-Rate paperwork and the addition and subtraction of new buildings
- We are currently in the process of implementing Rapid Identity for staff and student account management
- Continued to maintain and support district digital HQIRs successfully

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

- Cybersecurity awareness training was not implemented successfully due to all of the changes that were mandated by KETS. We simply do not have the manpower to keep up with the demands of implementations and removals of all the products that state is having us change over a 2 year time period.
- Piloting a school for teacher Chromebooks. We were unable to test this during the school year. We hope to be able to try again for the next school year

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

- new technology purchases for new high school will be met by August 2026 for the opening of the building
- Cybersecurity awareness for staff - our free trial with Fortinet is almost expired and I would like to come up with something more manageable to integrate into teacher trainings

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

- AI guidelines for our district
- Revamp the procedures and training for Digital Driver's licenses for our students to include proper AI use
- replacement cycle adjustments due to the restructuring of our schools over the last few years
- updated AUP for staff and students
- More reliable doorbells for our entrances to the schools
- training for our technical staff on cybersecurity threats and phishing attempts

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?

A Google form was generated and distributed to gather feedback. We have been meeting with a group regarding AI implementation in the district. District site visits with each school occurred to gather needs at each location. We also have been holding some internal planning meetings and discussions with our staff in the technology department throughout this school year to create plans and adjust needs as things have changed.

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.

- open our new consolidated high school, new alternative learning building, and new operations building
- creation and implementation of Artificial Intelligence guidelines for staff and students
- fully implement Rapid Identity into daily use by staff and students so accounts are more secure
- provide more training opportunities for certified and classified staff
- revamp the refresh cycle on staff and student devices
- utilize E-Rate funds to maintain our stable network environment and make upgrades as needed
- Continue to maintain district digital HQIR's

Christian County plans to make some significant changes this year to our site locations by closing some buildings, opening a new high school, and repurposing some existing buildings. Our new high school and alternative building will both open in August 2026. We are excited to see all of our CTE options be housed within our new consolidated high school to provide more opportunities for students. We also are excited to be able to offer more opportunities for college classes via in person and online classes in this new location. Once these buildings open successfully, we plan to utilize the old Gateway Academy as an operations building to house several district wide departments including the technology department. CCPS will be revamping our refresh cycle this year and coming up with a new 5 year plan to make sure everyone has access to reliable devices. We will have to stretch technology dollars along with Title funds so planning ahead will help make sure our needs are known during budgeting. CCPS has also started an AI taskforce to come up with guidelines for responsible use for both staff and students. We plan to provide AI and other software related training at our professional development training we host for our staff at the beginning of the school year. This is all in addition to making sure we are preparing and implementing the changes mandated by KETS.

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)?

Our district uses Studer Group surveys to collect responses on various topics from our students. Our superintendent has a student advisory counsel that he uses to gather student insight and then shares with the leadership team.

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)



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	Allow stakeholders to provide feedback via surveys and create a technology advisory group at the new high school	CIO and CCHS leadership	ongoing	general	n/a	based on participation

AA-3	Use 4-day PD conference that addresses the needs of teachers in CCPS	Instruction, Technology	August 2026	general	<\$10,000	surveys and follow-up with conference attendees
GO-1	Foster relationships between all district level departments and school leadership to make sure everyone understands that technology touches all areas of the district (i.e. Transfinder, Munis, IC, Mosaic, etc)	Directors, superintendents, principals	ongoing			collaborative planning, site visits, director meetings and admin academies

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

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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.

AA-5

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.

GO-1

Responsibilities and expectations are primarily focused on understanding the educational needs and challenges of the district with a "seat at the table." Responsibilities would likely include influencing district-level budget conversations, leading planning efforts, research, procuring state and federal program funding, and establishing overall direction and vision of using technology for school efficiencies and instruction/learning.

GO-2

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (Including metrics)
AA-1	Continue to utilize E-Rate funding for 25GB connection between all locations back to the core	CIO	ongoing	E-Rate and general	<\$400K/yr	user experience feedback and network analytics
AA-2	Provide adequate technology staff to support device and infrastructure needs	CIO, Finance officer	ongoing	KETS funds	TBD	faster response times for support of network and individual devices to keep learning environments productive
AA-3	Maintain high density & quality wireless coverage for all district locations	CIO, Vendor partners, Tech staff	ongoing	KETS, General, and E-Rate	TBD	increased opportunities for reliable network coverage to support teaching and learning
AA-4	Renew the cloud-based software (i.e. Canvas) that	CIO, Instructional	ongoing	General	TBD	provide stable cloud systems that our staff and students can access

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	best serves our students and implement new software (i.e. Abre) to help analyze student performance	supervisors, Finance officer				to improve their teaching and learning environments
GO-1	Empower our DLCs to support our staff effectively and allow them to have input on district level decisions regarding purchases and PD	DLCs, CIO, Instruction	ongoing			through conversations with school and district leaders on how the DLCs have positively impacted their school or programs
GO-2	Plan for sustainability of 1-to-1 initiative for grades 6-12	CIO, superintendent, finance	ongoing	General, Title 1	\$500K	Begin new refresh cycle at new CCHS next school year with 500 new devices. We will catch up some elementary schools on devices that need to be replaced
GO-2	Refresh teacher laptops and look for more cost effective options	CIO, Tech staff, Finance	ongoing	General, Title 1	<\$100K	Maintain a refresh cycle utilizing available funds from schools and the district and maximizing those funds through cost effective devices amid rising costs this year









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.

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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	Fully implement Rapid Identity to increase security among staff and student accounts	CIO, Tech staff, STAS	End of 2026			Everyone is logging into Rapid Identity dashboard using 2-step verification and passwords they create
AA-2	Update AUP to include AI guidelines	CIO, DPP	To be ready for 2027-2028 OLR	n/a	n/a	Successful creation and adoption of AUP by the CCPS board
GO-1	Reintegrate the use of DDL for staff and broaden use of DDL for students. Continue completion of DDL for 5th grade and add an option for 9th grade with their digital literacy requirement	CIO, Instruction, DLCs, new HS admin	2026-2027 school year	TBD	TBD	When Staff and students have successfully completed DDL and shown understanding
GP-2	Confidentiality and compliance training regarding data security and communication Auditing user rights in IC and other software programs that house staff and student information	CIO, Personnel, District and School admin teams	beginning of each year			When requirements are shown as met in Frontline for compliance training. When users no longer have unnecessary access to our databases



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

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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	Utilize local, state, and federal funds to continue to provide robust network for the best user experience	CIO, finance	ongoing	General, KETS, E-Rate	\$1.5 million	Survey users each year about their user experience and participate in site visits to gather feedback from school admin and STAs
GO-1	With the growing need for door access control and security cameras we need to add another technician who services our security systems	CIO, superintendent, Finance	Summer 2026	General	\$60,000	successful hiring of new tech
GO-4	Implement Abre as a data tool to show student progress for several different programs all in one dashboard	Tech dept, instruction	26-27 school year	General	\$100,000	Dashboards are created and showing the relationship between student use of programs and testing data



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

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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	STLP presentations to community partners closer to the region competition	CIO, STLP coordinators	Winter 26-27	n/a	n/a	successful showing at region competition to advance to state
GO-1	Provide necessary access to student teachers coming to our district and provide support for our students pursuing dual credit	CIO, tech staff, recruitment representatives	ongoing	n/a	n/a	Appropriate access for necessary users
GO-2	Work with software vendors to provide relevant training to new teachers and ones who would like refresher PD	DLCs, CIO, Instruction	ongoing	General		Staff being confident in the tools provided to them



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.

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AA-7

Continue to play a vital role in implementation of summative online assessment and school report card



AA-8

Continue to create a closer connection with Career and Technical Education to explain computer science career pathway offerings specifically related to computer programming/coding and increase valuable industry-level certifications and exams available through the CS & IT Academy



GO-1

Identify high-quality digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students



GO-2

Encourage, engage, and empower the safe and responsible uses of Artificial Intelligence (AI) into school efficiency and the learning space by teachers and students (ensuring humans remain in the loop with strong AI implementations)

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (Including metrics)
AA-1	Renew Canvas as our LMS for grades 6-12 and continue Google Classroom use for grades 3-5	Instruction, Teachers, Students, DT	ongoing	General	\$141,000 over 3 years	Frequent use of product
AA-1	Continue to purchase Google enhanced licensing to provide tools for teachers as well as security tools for the district	CIO	ongoing	General	\$50000	
GO-2	Provide guidelines through our AI Taskforce and update AUP to incorporate appropriate use	CIO, DLC, Instruction	ongoing			Materials are sent out to staff for them to access
AA-1	Utilize GoGuardian Beacon, Teacher, and Admin to monitor students safe online	CIO, principals, SROs,	ongoing	ongoing		

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Christian County Public Schools

	presence	admin, teachers				
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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)
AA-1	District PD conference at the beginning of the year utilizing many different tools	DLCs, Instruction, Teachers, Admin	Summer 2026	General	<10,000	Feedback from conference attendees
AA-2	Continue to have STA trainings throughout the year to provide support on teacher tools. Revitalize the	Instruction, DLCs, CIO	ongoing	n/a	n/a	Higher quality use of digital tools by teachers in the classroom

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	teacher coach network to provide them with training on digital tools available to teacher to integrate into the classroom								



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	Support the transition of all alternative learning to one new location and provide quality network for them to access any remote students	Tech staff, CIO, DLCs	ongoing	general		
AA-1	Improve the implementation of SchoolsPLP for our alternative learning programs to be accessed more effectively	DLC, instruction	ongoing			Receive better feedback regarding this program from staff than we have in this first year of adoption

