

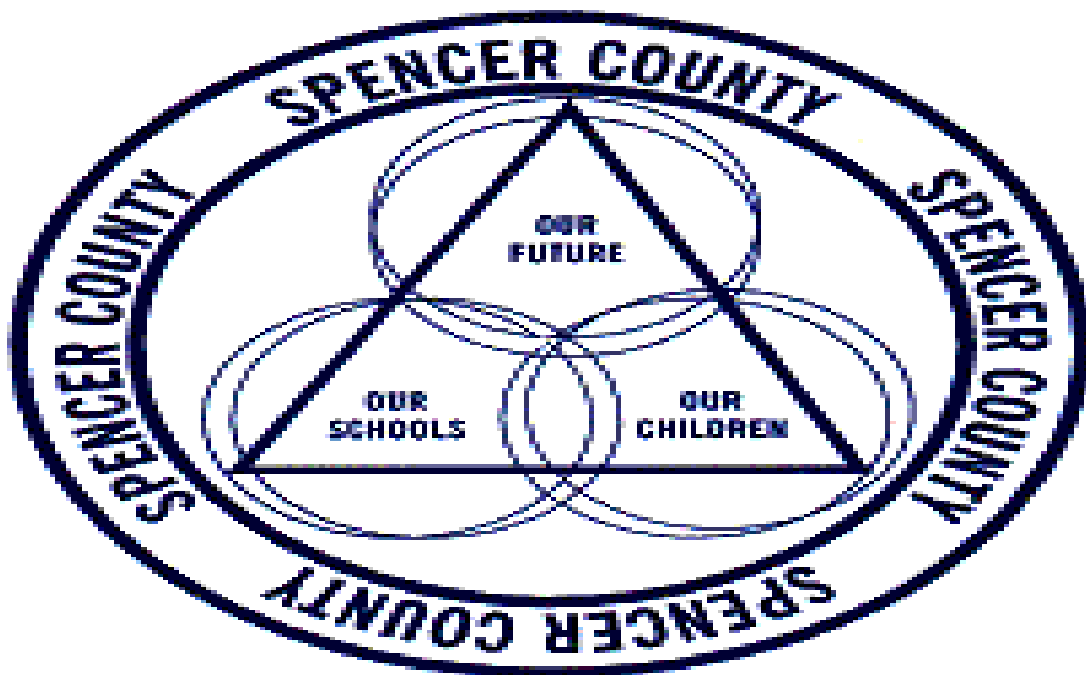
# Kentucky Education Technology System

## District Technology Plan

District Name: Spencer

Location: 110 Reasor Ave.

Plan Years: 2022-2023



SPENCER COUNTY PUBLIC SCHOOLS  
GOING THE DISTANCE FOR ALL STUDENTS!

<http://spencer.kyschools.us>

Technology Plan:

Spencer District

Taylorsville, Kentucky

# Table of Contents

Planning Team

Evaluation of Current Plan

Vision

Plan Overview

Student Voice

KETS Master Plan Areas of Emphasis

\_\_\_\_\_ Robust Infrastructure & Ecosystem

\_\_\_\_\_ Data Security, Safety & Privacy

\_\_\_\_\_ Budget & Resources

\_\_\_\_\_ Partnerships

\_\_\_\_\_ Digital Curriculum, Instruction & Assessment

\_\_\_\_\_ Personalized Professional Learning

\_\_\_\_\_ Use of Space & Time

# Planning Team

## District Staff

**Superintendent:** Chuck Abell

**Assistant Superintendent/DAC:** Chuck Abell

**Chief Information Officer/DTC:** Eric Cecil

**Digital Learning Coach:** Katie VanVactor

**Network Administrator:** Tyler Broyles

**School Technician:** Cathy Sherrard

**School Technician:** Lisa Rowe

**Chief Finance Officer:** Greg Murphy

**Special Education Director:** Todd Russell

**Data Integrity Officer:** Patti Lancaster

## Building Staff

**Principal:** Steve Rucker

**Principal:** Gina McGinnis

**Principal:** Matt Mercer

**Principal:** Michael Phillips

**Principal:** Bob Hafendorfer

## Students

**Senior**

**Junior**

**Sophomore**

**Freshmen**

# Evaluation of Current Plan

**What goals were met?** Technology Pathways were Continued and added. We continue to add to our one to one goal for students. Have communicated with all Homeschool students about opportunity of Edgenuity and Spencer County Virtual Academy. At this time, 4 families have expressed interest for the 2022-23 school year.

**What goals were not met?** We still have been unable to add back a TRT position that was lost. We do not currently have a good reliable source for Student feedback. Have begun to use analytics of paid software by looking at data on Accelerated Reader, ReadingPlus, Lexia and ALEKS.

**Areas of improvement?** Wireless Network was improved with the upgrade of newer models of AP at High School and Hillview Academy. New Preschool and Central office building. Continuing to add student devices to approach the goal of 1 to 1.

**Goals no longer needed?** N/A

**Unmet needs after the evacuation of the current plan?** TRT position remains unmet. We do not currently have a good reliable source for Student feedback. Still have a need to require all Teachers to take & pass a Digital Driver License and multi authentication through Office 365.

<https://otis.coe.uky.edu/DDL/launch.php>

# Vision

Provide equal and increased access to technology tools in accordance with the master plan ratio for each school level. Continually improve upon the speed of network and internet connections. Utilizing technical staff (I.T Services) to resolve working issues with the network and user devices and TRT (Technology Resource Teacher) to provide meaningful training through team teaching in the integration and usage of District invested technologies for all staff.

Technology is the pencil and paper of our times. It should not replace a teacher. Technology is the tool for teachers to reach all students where they learn. Our teachers must embrace and be proficient in the integration and usage of all the technology tools in their classroom. Technology must be used to engage and enhance the learning experience in all subjects. Teaching students how to use technology is not a substitute for using the technology to create a better learning conduit for each student.

Information Technology believes in the utilization of technology as a tool in the 21st century classroom to support higher level learning, problem solving and critical thinking. This tool must be used to differentiate and enhance learning in all subjects for every student and safe schools. Students use a Learning Management System (LMS) such as Microsoft, Google, Edgenuity, Summit Learning and other resources like the internet to reinforce core and elective curriculum. Our goals are to build and maintain an infrastructure throughout the district to supply access to these technologies and more to support the needs of all students, staff, district buildings, and schools. This includes wired and wireless connectivity to the intranet and internet. Wireless connectivity will be created and maintained with density inside and outside of the school building areas sites. It is the school's leadership that decide what edge devices are needed for their staff and students. These needs are exposed in an annual school level technology plan.

Information Technology will assist each school in preparing a technology plan tailored to their needs. Each plan will include current technology, future technology needs, and technology consumable needs. All Core academic subjects should be presented with 21<sup>st</sup> century themes such as innovation, information, media, life, career, and technology skills.

# Plan Preview

## How did the planning team decide on goals?

These programs align well with CSIP Goal 1 – “On-going, job-embedded research-based learning will be provided for all teachers in the following areas: on demand writing, incorporation of classroom technology and that our school will ...plan PD opportunities to equip teachers and assist in the implementation and monitoring of these practices.”

## How did the planning team decide on goals?

Classroom teachers and School Instructional Leadership Teams vet program options, survey staff for needs and preferences and examine evidence-based research in order to choose the most effective and user-friendly products that are also aligned to Kentucky Academic Standards. Our digital learning coaches then provide professional development, modeling, coaching and other support to assist our teachers with the use of these rich digital instructional materials (EdPuzzle, ReadingPlus, ALEKS, Screencastify, PearDeck and GimKit, etc.) that are vetted to the rigor of Kentucky Academic Standards and that provide students with the opportunity to assess their own learning/progress (Gradecam, GoFormative, EdPuzzle, ReadingPlus, ALEKS, etc.).

These programs provide opportunities for students to demonstrate learning connected to and through technology, as well as providing 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*).

We will continue to analyze digital content and tools (curriculum, instruction and assessment) and their impact and value, including effectiveness and frequency of use by teachers and students. This information is being, and will continue to be, used to determine the best use of our funds, time, and energy.

List the major activities slated for implementation and how these activities will advance curriculum and instruction, student technology integration and literacy, professional development, and network infrastructure. For example:

**Gradecam:** Utilize GradeCam for all the multiple choice scoring of formative and summative assessments. GradeCam gives our teachers the ability to quickly screen many students, gaining feedback that is tied to state standards. This, in turn, gives our teachers the ability to individualize instruction and address gaps that are identified. It can be used in all subject areas. In addition, the program gives numerous reports and opportunities for ongoing progress monitoring. Teachers can assign work, give assessments, and evaluate students' data through the reporting feature of GradeCam. Teachers will receive professional development and support from the to ensure the intervention is used with fidelity.

**GoFormative:** GoFormative is a virtual assessment tool that seamlessly integrates with our existing Google Classroom platform to assess student progress and achievement. We will track student learning as well as provide support and interventions for individual students based on the identified instructional gaps. GoFormative can be used for instant feedback on formative assessments or for school-wide scrimmages.

**EdPuzzle:** EdPuzzle is an interactive video tool that integrates with Google Classroom platform to engage students in individual learning. EdPuzzle can increase engagement and student technology integration. We envision that EdPuzzle will be especially impactful for low-achieving students who have struggled so far in the virtual learning environment. Departments have embedded professional development on EdPuzzle usage and strategies to develop skills that can be incorporated into their classrooms.

**Screencastify:** ScreenCastify is a Chrome browser extension that records your screen, face, voice, and more to engage students in individual and social learning. All teachers have participated in professional development on the integration of Screencastify and have access to video tutorials. Teachers primarily use Screencastify for recording class discussion or directions to post on Google Classroom, etc. but many also use it to create assignments where students can record their own responses or screen recordings to demonstrate their learning.

**PearDeck:** PearDeck is an interactive presentation tool engage students in individual and social learning. PearDeck can be used synchronously or asynchronously to create more dynamic lessons for all students. Teachers can monitor students' responses and provide immediate feedback to students. Additionally, because PearDeck has a rich library of question types, teachers can integrate a variety that addresses the needs of all students.

**GimKit:** GimKit is an interactive review tool that engages students in remote learning by increasing engagement with its video game-like features. GimKit allows teachers to collect data on student achievement and progress as well as maximize student exposure to content through self-paced review.

**Reading Plus:** Reading Plus is part of the DreamBox Family and provides an evidence-based online reading program for grades 3-12. Reading Plus is an intelligent adaptive learning solutions for 3-12 students.

**ALEKS:** ALEKS is a research-based, online learning program that offers course products for Math, Chemistry, Statistics. ALEKS is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery.

## **Student Voice**

(Personalized student 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 do not currently have a good reliable source for Student feedback.

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 plan.

N/A

## **KETS Master Plan Areas of Emphasis to consider**

The Future Ready Framework identifies seven Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 37 Areas of Emphasis connected to the Future Ready Framework and are categorized as either 1) *Areas of Acceleration (AA)* or 2) *Areas of Improvement (AI)*. The “areas of acceleration” are considered big wins, successes, and major



milestones of the KETS are identified for continuation work. The “areas of improvement” address emerging areas based upon growth or decline metrics, research, needs assessments, and reporting by Kentucky school districts. 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 37 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.

## **Framework**

### **The Future Ready Framework**

When high quality teaching is infused with the dynamic use of technology, personalized student learning becomes possible. The *Future Ready District Pledge* is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, career, and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the Future Ready Framework. With personalized student learning at the center, a district must align each of the seven (7) key categories, called "Gears", in order to ensure a successful digital conversion.



The 7 Gears are as follows:

- *Curriculum, Instruction, and Assessment*
- *Use of Space and Time*
- *Robust Infrastructure*
- *Data and Privacy*
- *Community Partnerships*
- *Personalized Professional Learning*
- *Budget and Resources*

The outside rings of the framework emphasize the need for **collaborative leadership** and the cycle of transformation where districts vision, plan, implement, and assess continually. Once a district is strategically staged in each gear, district leaders can be confident that they are ready for a highly successful implementation phase that leads to innovation empowered by digital learning.

The US Department of Education has completed a full research synthesis, entitled "[Characteristics of Future Ready Leadership](#)," which supports the various Gears of the Future Ready Framework. The Framework itself was also built upon a myriad of research, which is [cited here](#). Information for each Gear, as well as aligned resources are available on the left hand menu of this page. Definitions for all Gears and Elements as well as a glossary of terms can be [downloaded here](#).

## ***Robust Infrastructure & Ecosystem***

### ***Future Ready Gear***

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

*Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)*

**AA-1** : Continue to provide nation’s first, fastest, highest quality, and most reliable 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 create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools *(also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc. )*

**AA-4** : Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services

**AI-1** : Improve ease of access for student and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices *(fewer traditional computer labs)*

KETS AA or AI	Strategy	Facilitator	Expected Timeframe	Expected Funding Source	Expected Funding Amount	Metrics used to prove success
AA-1	Continue to work with our vendors to provide the most recent (within 6 yr of	CIO, Network Admin, School tech	Continue to budget for a 6 yr. refresh Purchase year: Core 2018	KETS Matching, Local Board, E-Rate	To be determined	Network & Data access uptime is

	purchase) iteration of Core, Switches, wireless access points, owned fiber, Hyper-v Data center. MS and SCES will have all new wireless AP		Switches 2018 Wireless AP 2015 Hyper-V Data Center 2012(upgraded OS to 2019)			99% or better
AA-2	Access to technology must be equitable across the district with the exception of special needs	Superintendent, DAC, Principals, CIO	Continue to maintain equity	KETS Matching, Local Board, E-Rate	To be determined	Student Voice, inventory, student count
AA-3	Continue to extend the reach for all students to the internet & LMS through the district network & other home, Wi-Fi Bus, Hot Spot connections where necessary	DAC, Principals, CIO	Continue to maintain and grow connectivity to digital services	KETS Matching, Local Board, E-Rate	To be determined	Readiness Survey
AA-4	Continue to train Teachers on LMS options for blended and remote learning	DAC, Principals, CIO, Digital Learning Coaches	Annually	Local	Time	PD attendance
AI-1	Continue to purchase student devices Win 10 extended 3 yr. warranty with replacement funding after 3 yr. Class, Grade, School level 1 to 1	CIO, Network Admin, School Tech  Lenovo, CDWG, Dell	Continuous moving forward with all purchases	KETS Matching, Local Board, E-Rate	To be determined	Follett inventory count and student count ratio

# ***Data Security, Safety & Privacy***

## ***Future Ready Gear***

**KETS GUIDING PRINCIPLE** – Security, safety and privacy of student data is a cornerstone of digital learning. Policies and procedures are enacted at the state, district and school levels that work in conjunction for this purpose. Student data are then utilized by data fluent educators for improved decision-making leading to increased learning for students.

*Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)*

**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 leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine effectiveness and future direction (*annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp*)

**AA-4** : Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning (*Infinite Campus, Early Warning, School Report Card, MUNIS*)

**AA-5** : Continue supporting teacher efforts in taking ownership of digital citizenship skills and education of their student in the same skills to foster a secure digital learning environment

**AI-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*)

**AI-2** : Kentucky K-12 Data systems are first-class but we need to do much better with district using the data available to them as well as providing visual data analytic tools allowing the data to be better understood and more interesting to the average person who does not have a technology and data background

KETS AA or AI	Strategy	Facilitator	Expected Timeframe	Expected Funding Source	Expected Funding Amount	Metrics used to prove success
AA-3	Continue to use the Tell survey data with other surveys as needed	CIO, DAC, Digital Learning Coaches, School Admin	Once a year or as needed	Local service	\$0	Annual Review of surveys
AA-5	Continue using safe schools training to require Teachers to be aware of our AUP  Require all Teachers to take & pass a Digital Driver License <a href="https://otis.coe.uky.edu/DDL/launch.php">https://otis.coe.uky.edu/DDL/launch.php</a>	CIO, DAC, Digital Learning Coaches, School Admin	Once a year Opening week of school	Local service	\$0	Reports of comple tion & scoring
AI-1	District IC training on privacy & data security  Review current Board Policies/Procedure for monitoring data security/privacy and consequences when breached  Continue to have a brief online training to draw attention to the issues of security/privacy & the users responsibilities	CIO, DAC, Digital Learning Coaches, School Admin, Data Admin	Once a year Opening week of school	Local service	\$0	Reports of comple tion & scoring
AA2	Use LightSpeed for WEB filtering in district and outside of district	CIO, Network Adm	Continuous	State	\$0	Reports

# ***Budget & Resources***

## ***Future Ready Gear***

**KETS GUIDING PRINCIPLE** – The Master Plan, as well as district and school technology plans, are aligned to the vision of 21st century skills for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the 21st century learning environment in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human services.

*Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)*

**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*)

**AI-1** : Make districts aware of position/roles requiring technology-related duties in support of technology and instruction (*The People side of K-12 EdTech*)

**AI-2** : Make districts aware of how to reduce expenditures on printing/print services (*both in consolidated contract pricing as well as shifting from paper to digital experiences*)

**AI-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

**AI-4** : See an increased percentage of districts examining which education technology investments are or are not being maximized

KETS AA or AI	Strategy	Facilitator	Expected Timeframe	Expected Funding Source	Expected Funding Amount	Metrics used to prove success
AA-3	Utilize E-rate funding as it applies to the needs of the district	CIO, Network Admin, School tech	Annually	USAC	Unknown	Network & Data access uptime is 99% or better
AI-1	Technology Web page, Quarterly email, Present a know your tech team during district and school PD	CIO, DAC, Principals, Tech team	Web site as necessary, Email Quarterly, & PD when mandated	Web site Local funding, Emailing local funding, PD local funding	\$0	Staff survey
AI-4	Capture & analyze data for use & nonuse of District & classroom technology hardware/software	DAC, Principals, CIO, District Staff	Annually	Local	\$0	Tech survey/data collection of evidence



# ***Partnerships***

## ***Future Ready Gear***

**KETS GUIDING PRINCIPLE** – Connecting students 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 and business/industry, in support of student learning and preparation beyond K-12.

*Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)*

**AA-1** : Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication (*districts, vendors, higher-education, regional cooperatives*)

**AA-2** : Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, BrightBytes, 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*)

**AI-1** : Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation

**AI-2** : Encourage postsecondary institutions to host STLP events and /or more fully maximize the opportunity to showcase the university and its programs while students are on campus

**AI-3** : Build relationships with charter schools to determine policies and procedures related to architecture/design, systems security and privacy, services and reporting requirements

KETS AA or AI	Strategy	Facilitator	Expected Timeframe	Expected Funding Source	Expected Funding Amount	Metrics used to prove success
AA-1	Have a presence with info at school parent events	CIO, Network Admin, School tech, Principal	Coordinate with each school for date of events	Local	Free	Network & Data access uptime is 99% or better
AA-2	Continue to build the Technology Pathways, develop a successful Student run Helpdesk program at the High School, build on the STLP program	DAC, Principals, Tech Teachers, CIO, Tech team	Annually	KETS Matching, Local Board	Unknown	Addition of Technology Pathways, Spiceworks reports on work order completion for H Attendance to Regional & State STLP Competition Helpdesk,
AA-3	Reach out to Home schooled population to leverage Edgenuity & other platforms to help Parents and students Virtually	DAC, Principals, School Councilors, CIO, District staff	Annually/beginning of school or before	Local	Unknown	How many Home schooled or other utilize Spencer County's Edgenuity & other platforms

## ***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. A robust digital environment provides students with the opportunity to assess their own learning/progress.

*Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)*

**AA-1** : Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines

**AA-2** : Continue providing opportunities for students to demonstrate learning connected to and through technology (*empowering students through technology with STLP, IT Academy, etc.*)

**AA-3** : Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards (*based on International Society for Technology in Education standards*) for ALL students

**AA-4** : Continue providing 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 digital instructional materials through an equitable of robust digital experience

**AI-1** : Identify 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

**AI-2** : Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy

**AI-3** : Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

KETS AA or AI	Strategy	Facilitator	Expected Timeframe	Expected Funding Source	Expected Funding Amount	Metrics used to prove success
AA-1	Continue to increase the number of one to one devices for students	CIO, Network Admin, School tech, DAC, Principals	Annually	CARES ACT, Grants, KETS Matching, Local Board	Unknown	Device to student ratio
AA-1	Continue to provide a robust network & internet connection to utilize learning platforms such as Learning Summit, Edgenuity, MS Teams, Google Classroom, etc.	CIO, Network Admin, School tech, DAC, Principals	Annually	Grants, KETS Matching, Local Board, E-Rate	Unknown	Network & Data access uptime is 99% or better, 95% use of these learning platforms
AA-2	Develop and expand on STEAM labs at each school's media center	Media Specials, CIO	Annually	KETS Matching, Local Board	Unknown	Student involvement in STEAM & use of labs
AA-3	Continue Technology Pathways (Computer Science Courses, Digital Literacy)	CIO, Technology Pathway Teacher	Annually	Local	Unknown	Student participation in Technology pathway
AA-4	Continue to utilize the various learning	CIO, DAC, Principals, Digital	Annually	Local	Free	Survey/Walkthrough

	platforms & their grading forms (MS Teams, Google Classroom Forms, Gradecam	Learning Coaches				
--	---	------------------	--	--	--	--

## ***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: Areas of Acceleration (AA) /Areas of Improvement (AI)*

**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.

**AI-1** : Provide district with guidance and support to determine crucial learning needs of teachers resulting in more professional learning opportunities related to digital learning tools

KETS AA or AI	Strategy	Facilitator	Expected Timeframe	Expected Funding Source	Expected Funding Amount	Metrics used to prove success
AA-1	Require every teacher to create their lessons in digital form	CIO, DAC, Principals	Annually	Local	Time	Evaluations/proof of digital lessons
AI-1	Continue District Learning Summit at the beginning of each school year	CIO, Network Admin, School tech, DAC, Principals, Teacher	Annually	Local	Time	Attendance
AI-1	Provide PD for classroom technology skills	CIO, Network Admin, School tech, DAC, Principals, Digital Learning Coaches	Anytime	Local	Time	Work orders
A-1	Continue to have Teachers complete a survey of their own use of their classroom technology	CIO, DAC, Principals, Digital Learning Coaches	Annually	Local	Time	The Survey
AA-1	Allow for wide spread use of popularly used technologies in the classroom	CIO, DAC, Principals	Anytime	Local	Time	Survey
AA-1	District Technology staff will work more closely with	Technology staff	Anytime	Local	Time	Work orders listed as PD

	Teachers to give ongoing support of all technology in 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 and digital relationships, etc., assist in providing the vehicle for anywhere, anytime learning.

*Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)*

**AA-1** : Continue to provide guidance, support and resources for districts in the development and application of high quality online/virtual coursework as well as implementation of learning management systems

**AI-1** : Educate and support districts in the implementation and facilitation of digital learning tools and portable technologies that foster anywhere, anytime access for staff and students

KETS AA or AI	Strategy	Facilitator	Expected Timeframe	Expected Funding Source	Expected Funding Amount	Metrics used to prove success
AA-1	The use of available LMS platforms such as MS Teams, Google Classroom, Edgenuity, Summit Learning, etc.	CIO, DAC, Principals, School Techs, Media Specialist, Teachers, Digital Learning Coaches	Anytime	Local	Time	Survey/Walkthrough
AA-1	Expand the role of Media Center	CIO, DAC, Principals,	Anytime	Local	Time	Review

	to a more digital assist role	School Techs				
AI-1	Improve student understanding of the technologies available to them through our computer lab facilitators	CIO, DAC, Principals, School Techs	Anytime	Local	Time	Lesson review
AI-1	Make available a list of internet access points throughout the district & the county	Technology staff	Anytime	Local	Time	Web page listing/emails