

# Kentucky Education Technology System DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Hickman County

**LOCATION** Clinton, KY

**PLAN YEAR(S)** 2024-2025



[www.hickman.kyschools.us](http://www.hickman.kyschools.us)

# Table of Contents

[Table of Contents](#)

[Planning Team](#)

[Previous Year's Strategies Evaluation](#)

[Upcoming Year's Strategies Preview](#)

[Student Voice](#)

[KETS Master Plan Areas of Emphasis](#)

[Collaborative Leadership](#)

[Robust Infrastructure & Ecosystem](#)

[Data Security, Safety, Privacy & Use](#)

[Budget & Resources](#)

[Partnerships](#)

[Digital Learning, Curriculum, Instruction & Assessment](#)

[Personalized Professional Learning](#)

[Use of Space & Time](#)

## Planning Team

<b>District Staff</b>	
Jessica Hughey-District Technology Coordinator	Kim Wilson-Finance Officer
Heather Spillman- Superintendent	Kim Holt- District Assessment Coordinator
Amy Boaz-Instructional Learning Coach	
Christel Nall- Director of Special Education	
<b>Building Staff</b>	
Shane Bizzle- HCHS Principal	
Tiffany Ray- HCES Principal	
Ann Pettit- HCHS Guidance Counselor	
<b>Additional District Contributors</b>	
Allison Kelly- SBDM Member	
Tracey Taylor- HCES Media Specialist	
Karen Stairs- HCHS Media Specialist	
<b>Students</b>	
Macy Fuller- HCHS	
<b>Other</b>	

## Previous Year's Strategies Evaluation

### *What goals were met?*

Google training was implemented through professional development opportunities to expand the use of technology in curriculum, instruction, and assessment to increase student proficiency.

All Smart boards have been replaced with interactive flat panel TV's.

Tassel is now utilized to perform evaluations. This app was developed through the Four Rivers Foundation.

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

### *Areas of Improvement?*

Maintain 1:1 program in grades K-12.

Develop a refresh cycle to replace aging staff machines.

### *Areas/goals that are no longer relevant?*

Career cruising program was suspended due to the development of our PLP platform.

### *Needs that emerged after the previous evaluation?*

Implement MFA for all staff members.

Implement Google 2-step verification for all staff members.

Secure funding source to purchase 50 new Chromebooks each year to replace aging/unsupported/damaged Chromebooks.

## 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?*

Members of the Technology committee reviewed the previous plan to confirm goals that should remain in place and amended the current plan to reflect new goals for upcoming years.

*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.*

Utilize ERate funds to replace switches and access points district wide to improve technology infrastructure for future demands.

Enhance teachers knowledge of Lightspeed Classroom Management through professional development training.. Successfully deploy Lightspeed Filter extension to students that bring their own device (IOS or Mac).

Implement Microsoft Multi-Factor Authenticator and Google 2-Step verification for staff to enhance security.

New website development to improve communication and social media experience for all stakeholders.

Secure a sustainable funding source to maintain the K-12 1:1 program.

Implement Neptune Navigate to improve students' digital citizenship.



## Student Voice

Personalized learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective technology planning. Please answer the questions in the space provided below.

*Do you currently have a method to collect student responses about the digital learning environment? If so, which tool (ex: BrightBytes, Speak Up, survey created by you or the district, other)?*

*We utilize Survey Monkey, Google forms, and Jot forms to survey students in grades 3-12 to assess their viewpoints on the digital learning environment.*

*If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan or informed strategy adjustments during an ongoing plan.*

*N/A at this time*

## 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-3	Select District Learning Coaches at each school to lead professional development training on technology.	Superintendent, Principals, DTC, Teachers	On-going	N/A	N/A	Enhanced instruction and engagement seen during walkthroughs and observations.



**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-1	<i>Upgrade switches and access points to maintain most reliable internet access</i>	<i>DTC, Vendor Partner, Tech Staff</i>	<i>August 2024</i>	<i>ERate KETS General Funds</i>	<i>100,000</i>	<i>New switches and access points installed district wide.</i>
A1-A	<i>Purchase Chromebooks to replace aging/unsupported/damaged devices at all schools.</i>	<i>DTC, DoSE</i>	<i>On-going</i>	<i>Title V KETS General Funds</i>	<i>15,000</i>	<i>1:1 program is successfully maintained.</i>
AA-4	<i>Encourage the use of cloud-based services.</i>	<i>teachers, DTC, building principals</i>	<i>2024-2025</i>	<i>General Funds</i>	<i>3,000</i>	<i>Google classroom is implemented in curriculum, instruction, and assessment. Implement IC/SIS and Google Classroom integration for gradebook.</i>
AA-2	<i>Purchase new teacher/administration devices</i>	<i>DTC, Superintendent</i>	<i>on-going</i>	<i>KETS, General Funds, Technology Funds</i>	<i>TBD</i>	<i>Refresh devices on a 6 year cycle.</i>



**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 is 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-5	<i>Implement Neptune Navigate to teach digital citizenship skills for all students.</i>	<i>Teachers, Guidance Counselors, DTC</i>	<i>On-going</i>	<i>General Fund, Gear Up</i>	<i>N/A</i>	<i>Continue to see an improvement in student's digital citizenship skills.</i>
AA-2	<i>Implement MFA in AD and 2-Step verification in google for all staff members</i>	<i>Staff, DTC</i>	<i>December 2025</i>	<i>N/A</i>	<i>\$0</i>	<i>Decrease the amount of compromised accounts.</i>
AA-3	<i>BrightBytes survey for students, staff, parents/guardians</i>	<i>DTC, DAC</i>	<i>twice annually</i>	<i>State</i>	<i>\$0</i>	<i>Data analysis used to improve technology access, use, and goal achievement.</i>
A1-1	<i>Educate personnel with duties related to student/staff data confidentiality.</i>	<i>Office Staff, Administration</i>	<i>annually</i>	<i>Professional Development</i>	<i>\$0</i>	<i>Agendas and task completion in Employee Navigator on confidentiality training.</i>



**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-2	<i>Continue to implement chromebooks refresh plan.</i>	<i>DTC</i>	<i>annually</i>	<i>Title V, KETS, General Funds</i>	<i>15,000</i>	<i>Purchase of 50 new chromebooks , evidenced by invoice.</i>
AA-2	<i>Continue to evaluate and implement a refresh cycle for staff devices.</i>	<i>DTC, Finance Office, Building principals</i>	<i>annually</i>	<i>KETS, SBDM, Technology Funds</i>	<i>10,000</i>	<i>Refresh cycle followed by evidence of invoices.</i>
AA-3	<i>Take full advantage of KETS funding for technology resources district wide.</i>	<i>DTC, Superintendent</i>	<i>annually</i>	<i>KETS</i>	<i>10,000</i>	<i>Budgetary reports showing utilization of KETS funds.</i>



**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	<i>Utilize Infinite Campus, Email, Remind, and Website to increase communication, build trusted relationships, and increase transparency with stakeholders.</i>	<i>DTC, Media Specialist, Principals, Guidance Counselors, Superintendent</i>	<i>On-going</i>	<i>General Funds</i>	<i>\$5,600</i>	<i>Reports generated to verify increased communication and website traffic to stakeholders.</i>
AI-1	<i>Partner with dual credit institutions (MSU, WKCTC) for Falcon Academy implementation utilizing technology platforms (Google, Aimsweb, Edgenuity, Skype, Blackboard.)</i>	<i>Administrators, Teachers, Professors, Media Specialist</i>	<i>On-going</i>	<i>FourRivers Foundation, Falcon Academy Donations</i>	<i>\$0</i>	<i>Dual Credit completion, ACT scores, and Industry Certificates.</i>



**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



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.

<b>AA-6</b>	
 <b>AA-7</b>	Continue to play a vital role in implementation of summative online assessment and school report card
 <b>AA-8</b>	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
 <b>GO-1</b>	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
 <b>GO-2</b>	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	<i>Teachers will continue to implement Google Classroom to enhance digital curriculum, instruction, and assessment.</i>	<i>Learning Coach, Teachers, Principals</i>	<i>On-going</i>	<i>N/A</i>	<i>N/A</i>	<i>Observations and feedback from teachers and administrators to evaluate increased usage.</i>
AA-1	<i>Continued use of Follett library manager</i>	<i>Media Specialists</i>	<i>on-going</i>	<i>General Funds</i>	<i>\$7,500 annually</i>	<i>Media specialists will review effectiveness annually.</i>
AA-4	<i>Continue implementation of online assessments to improve curriculum and instruction.</i>	<i>Learning Coach, Principals, Teachers, DAC</i>	<i>On-going</i>	<i>General Funds, Title V, SBDM carryover Gear Up</i>	<i>\$30,000</i>	<i>Data from assessments: IReady (K-12) KPrep (K-8) ACT (HS)</i>

AA-4	<i>School staff will support students in the creation and continuous updating of the ILP APP.</i>	<i>Principals, guidance counselors, CTE teachers</i>	<i>On-going</i>	<i>4Rivers Foundation, general fund</i>	<i>\$4/student</i>	<i>100% completion of ILP APP for students by grade 12.</i>
AA-4	<i>Continued implementation of online mastery ACT prep</i>	<i>Principals, teachers, counselors</i>	<i>On-going</i>	<i>Falcon Academy donations, general fund</i>	<i>\$3000</i>	<i>Continuous improvement in ACT scores with annual tracking of students.</i>



**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	<i>Utilize online professional development required for staff</i>	<i>Principals, DoSE, Learning Coach</i>	<i>On-going</i>	<i>General Fund SBDM</i>	<i>\$2,000 annually</i>	<i>Completion of required PD</i>
A1-1	<i>Provide opportunities for staff to work toward Google</i>	<i>DTC, Learning</i>	<i>On-going</i>	<i>General Fund</i>	<i>N/A</i>	<i>Increase in the number of Google Certified Educators.</i>



---

	<i>Certified Educator I and II certifications.</i>	<i>Coach</i>				
<i>AA-1</i>	<i>Utilize Tassel to provide immediate feedback between administrators and teachers.</i>	<i>Principles, Learning Coach, Teachers</i>	<i>on-going</i>	<i>4-Rivers Foundation</i>	<i>\$4/per student</i>	<i>Feedback from staff</i>



**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)
A1-1	Utilize Google Classroom for online/virtual classwork. (Home/Hospital/Alternative School)	DTC, Teachers, DPP	on-going	N/A	\$0	Teachers successfully used google classrooms to deliver meaningful lessons.
AA-1	Guidance provided for dual credit Courses through WKCTC or Murray State University.	Teachers, Principals	on-going	Falcon Academy		Successful completion of dual credit courses.