DISTRICT TECHNOLOGY PLAN 2026-2027

DISTRICT NAME	Lyon County Schools
LOCATION	Eddyville, KY
PLAN YEAR(S)	2026-2027



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Planning Team

District Staff [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Russ Tilford - Superintendent	Addie Bozarth - Finance Officer
Aaron Dodd - District Technology Coordinator	Graham Donaldson - Network Administrator

Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Zach Thomas - High School Principal	Amanda Irvan - Middle School Principal
Brian Wynn - Elementary School Principal	Ken Argo - High School Teacher

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Robin Hurst - Assistant Superintendent	Amy Perdue - Director of Elementary Education
Rob Richey - Director of Pupil Personnel	Miranda Reed - Director of Special Education

Students [Recommended to include middle and/or high school students]	

Other [parents/community members, business and nonprofit leaders, etc.]	

Previous Year's Strategies Evaluation

In this section include a discussion of the previous year's strategies using the prompts below. Attempt to limit your narrative to the space provided.

Most of the goals in the previous Lyon Technology Plan were met, including:

- **Funding** — Continuing to apply for E-rate funding, continuing to apply for grants, continuing to work with building-level administrators in the planning and spending of school technology funds, and continuing to use general funds as needs arise for technology upgrades and purchases.
- **Infrastructure** — Replacing or upgrading old infrastructure equipment with newer, faster equipment as needed, facilitating an alert system for announcements and emergencies, providing a help desk solution for reporting technology issues, providing teachers with reliable communication technology (including phones and email), providing wireless networking, and providing sufficient internet connectivity to support instructional practices.
- **Hardware and Software** — Replacing or upgrading staff and student instructional devices every four to five years, providing wireless devices for mobility and individual use, providing and maintaining the district website, upgrading existing labs when needed, upgrading operating systems and other software as needed, and continuing to provide all K-12 classrooms with a teacher workstation, network connectivity, a phone, and a large classroom display. Teachers participate in researching and selecting software that addresses specific student needs.
- **Staff Training** — The district conducts a "Teaching and Learning Conference" to offer professional development in various areas of need and to provide training on new technology devices.
- **Student Learning** — Providing access to instructional devices to complete assignments, continuing to instruct students on technology standards and requirements, and encouraging STLP enrollment and participation across all grade levels.
- **Community** — Utilizing the district webpage, social media, and email to increase community and family awareness of programs and activities.
- **Partnerships** — Created a student help desk for 1:1 Chromebook repairs. Will continue to expand this yearly.
- **Assessment** — Will continue with technology surveys yearly for both staff and students. Use data for future projects and implementations.

Goals that were not met or did not have the expected outcomes:

- Seek funding to send a teacher or DLC from each school to future KAST conferences.
- Explore new methods for assessing technology skills of administrators, teachers, and students (including security assessments and training).
- Further expand the student help desk with more students performing a greater variety of activities. (Current help desk students only repair Chromebooks.)

Which strategies are dropping off the plan because they've been met or are no longer relevant?

- With Google Classroom and other digital classroom technologies becoming more prevalent, the need for teachers to utilize a classroom webpage has diminished. Removed the teacher webpage section during the website upgrade.
- Social media and Infinite Campus Messenger have replaced most of the previous usage of the district and school webpages.

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

- Still need to transition Chromebook inventory responsibilities from the tech department to school staff.
- Look at building re-wiring and adding additional drops in classrooms as more connections are needed for future plans.

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?

Created initial goals based on previous goals from past technology plans, current situations and experiences, and information from other districts technology plans. Shared draft technology plan with a technology plan committee for additional goals, input, and comments.

2023-2024

- Continue the transition to a more comprehensive extended warranty, adding two more grade levels this upcoming year and continuing at two grades per year until full coverage of devices is complete.
- Grades 2–12 have all received Chromebooks. Grades K–1 have all received iPads. We have achieved a 1:1 device-to-student ratio.
- Grades 6–12 continue with take-home rights. Grades K–5 will leave devices in carts at school, with the ability to take devices home should the need arise (e.g., long-term Nontraditional Instruction [NTI]).
- The technology fee will remain $25 until the transition to a more comprehensive extended warranty is complete for all 1:1 devices. We will re-evaluate the technology fee after this transition is complete.
- Continue transitioning Chromebook inventory responsibilities from the technology department to schools.
- Re-evaluate classroom management software after the contract expires.
- Look into utilizing remaining E-rate funds for building re-wiring of aging Cat 5 cabling in the High School and Elementary School.

2024-2025

- Continue the transition to a more comprehensive extended warranty, adding two more grade levels this upcoming year and continuing at two grades per year until full coverage of devices is complete.
- Grades 2–12 have all received Chromebooks. Grades K–1 have all received iPads. We have achieved a 1:1 device-to-student ratio.
- Grades 6–12 continue with take-home rights. Grades K–5 will leave devices in carts at school, with the ability to take devices home should the need arise (e.g., long-term Nontraditional Instruction [NTI]).
- The technology fee will remain $25 until the transition to a more comprehensive extended warranty is complete for all 1:1 devices. We will re-evaluate the technology fee after this transition is complete.
- Continue transitioning Chromebook inventory responsibilities from the technology department to schools.
- Re-evaluate classroom management software after the contract expires again. (Impero and Senso.Cloud were both failures.)
- Look into utilizing remaining E-rate funds for building re-wiring of aging Cat 5 cabling in the High School and Elementary School, or for new fiber runs to all buildings.
- Replace remaining aging virtual server hosts with one or two new servers. Move more local server services to the cloud.

2025-2026

- Complete the transition to a more comprehensive extended warranty for all student Chromebooks. Grades 1–12 will now receive Chromebooks. Chromebooks will be assigned to students in 4-year increments (1st–4th, 5th–8th, 9th–12th). Kindergarten will have iPads.
- Grades K–5 will leave devices in carts at school, with the ability to take devices home should the need arise (e.g., long-term Nontraditional Instruction [NTI]).
- The technology fee will increase to $35 per student per year to help offset increases in device costs and 4-year warranties with accidental damage protection. Students will no longer be required to pay for device repairs.
- Utilize remaining E-rate funds for new fiber district-wide and network switch upgrades district-wide.
- Look into utilizing E-rate funds for building re-wires and adding additional drops in the High School and Elementary School.
- Continue replacing aging virtual server hosts with one or two new servers. Move more local server services to the cloud.

2026-2027

- Utilize E-rate funds for building re-wires at the High School and Elementary School.
- Begin the transition from overhead projectors in classrooms to interactive displays.
- Continue transitioning from Windows devices to ChromeOS devices for more staff (including teachers this year).
- Continue the 1:1 student device program as implemented: Grades 1–12 will receive Chromebooks. Chromebooks will be assigned to students in 4-year increments (1st–4th, 5th–8th, 9th–12th). Kindergarten will have iPads.
- Grades K–5 will leave devices in carts at school, with the ability to take devices home should the need arise (e.g., long-term Nontraditional Instruction [NTI]).
- The technology fee will remain at $35 per student per year to help offset increases in device costs and 4-year warranties with accidental damage protection. Students no longer required to pay for device repairs.

Student Voice

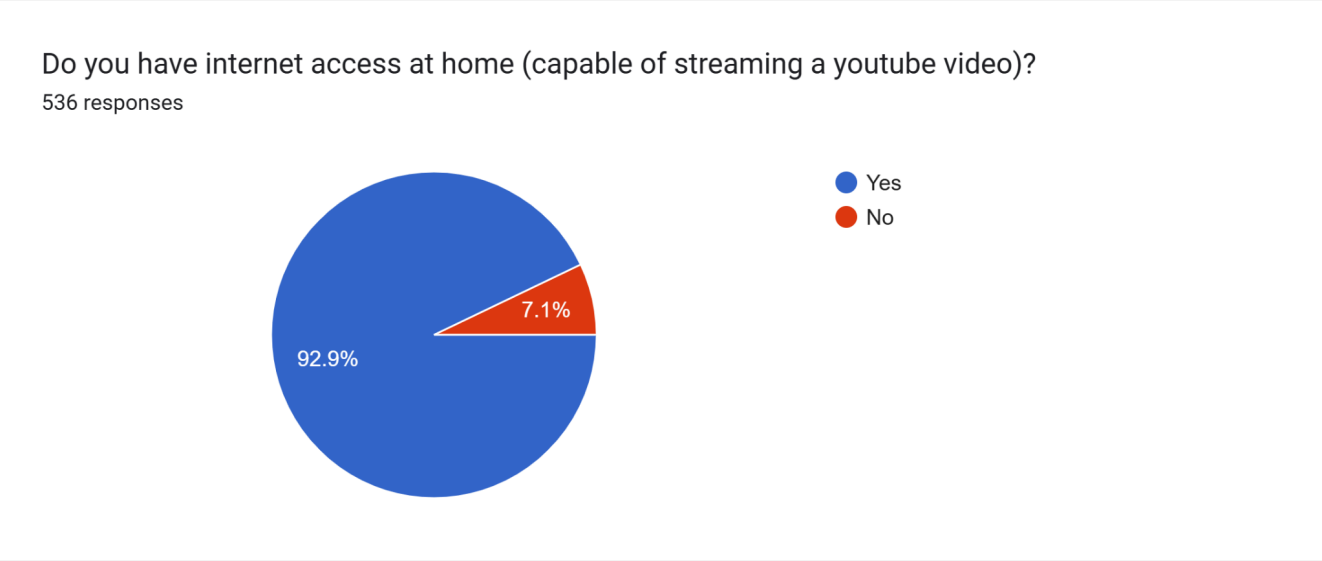
Personalized learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective 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)?

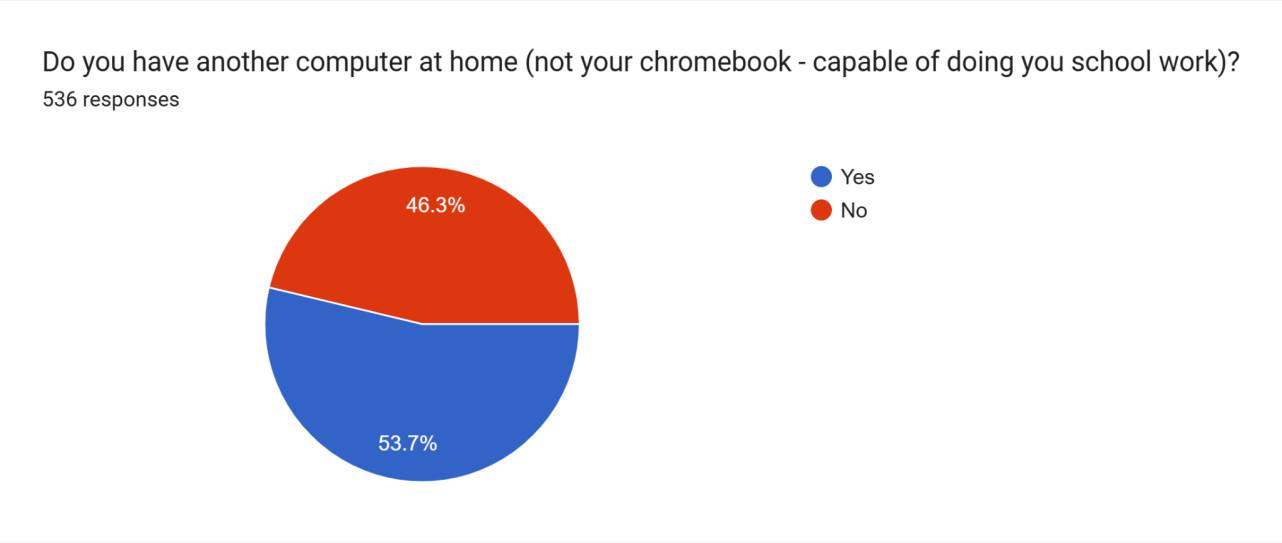
Yes created google form for all 2nd -12th students. Will add additional form respondents and tweak form questions as needed.

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.

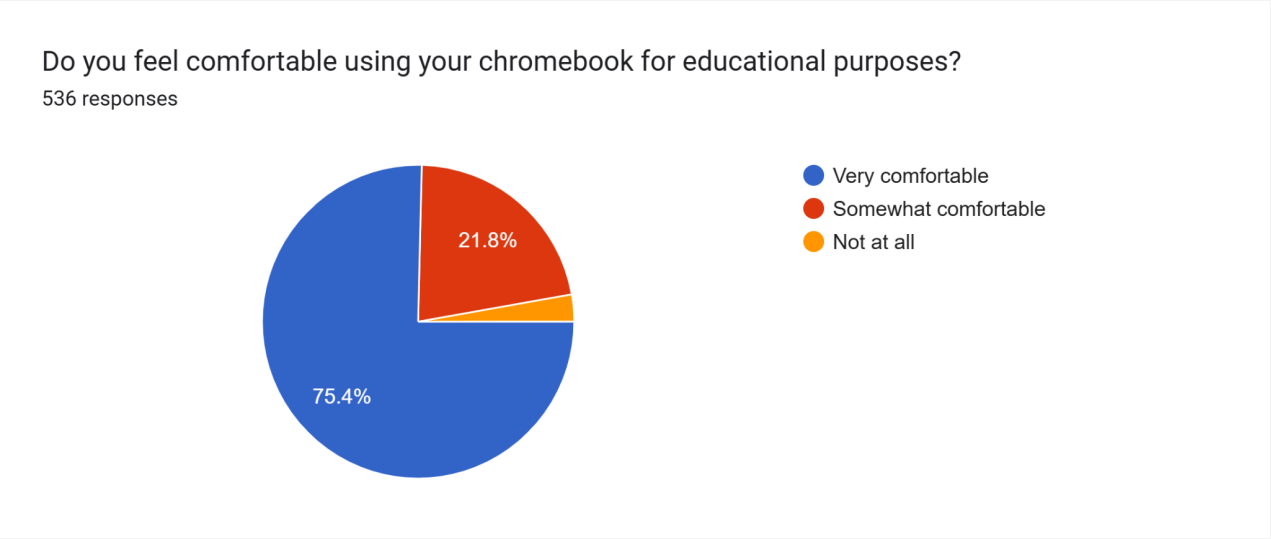
This question helps gage students home internet access situation:



This question helps gage the need of 1:1 devices and the need for take home rights:

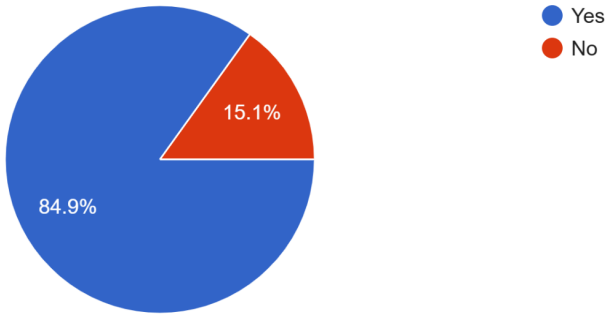


These questions help to know how comfortable students were with their 6th year of 1:1 devices:



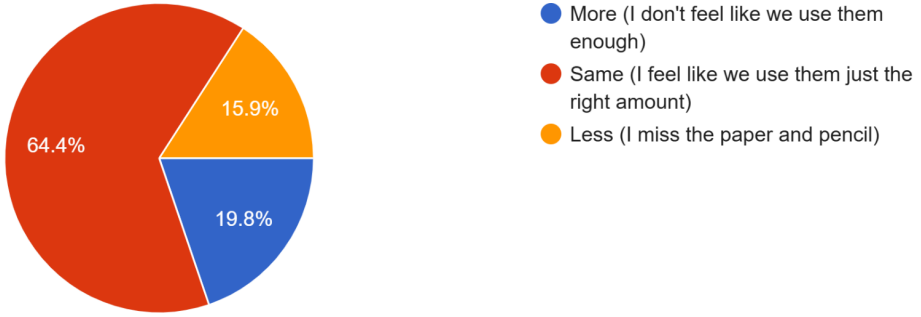
Do you find that being able to take your chromebook home for after school homework and NTI (non-traditional instruction) days helps with your education?

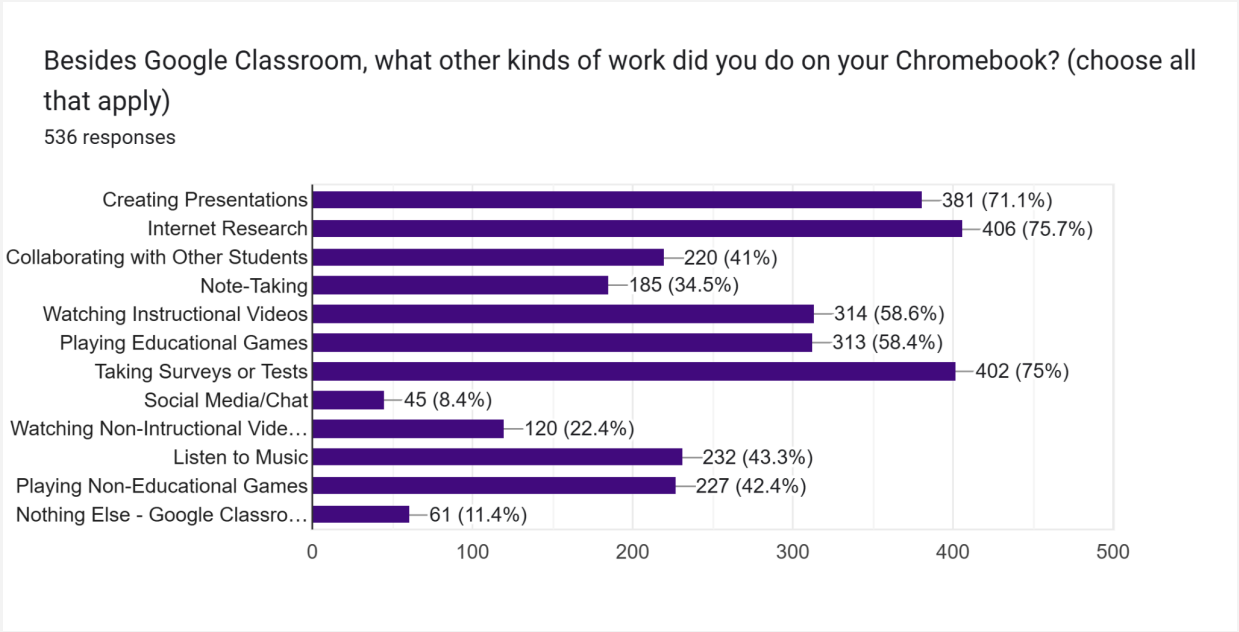
536 responses



Do you wish your teacher would incorporate your chromebooks more into daily lessons?

536 responses




Besides Google Classroom, what other kinds of work did you do on your Chromebook? (choose all that apply)
536 responses
Creating Presentations
381 (71.1%)
Internet Research
406 (75.7%)
Collaborating with Other Students
220 (41%)
Note-Taking
185 (34.5%)
Watching Instructional Videos
314 (58.6%)
Playing Educational Games
313 (58.4%)
Taking Surveys or Tests
402 (75%)
Social Media/Chat
45 (8.4%)
Watching Non-Intructional Vide…
120 (22.4%)
Listen to Music
232 (43.3%)
Playing Non-Educational Games
227 (42.4%)
Nothing Else - Google Classro…
61 (11.4%)
0
100
200
300
400
500

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	Continue to utilize lead technology teachers in training, professional development, and as an additional assistance resource for all teachers.	DTC, Lead Technology Teachers, Teachers	On Going	General Fund	$2892 ($964 Stipend for 3 Teachers)	Increased teacher utilization and integration with technology in daily classroom activities which will enhance instruction.
AA-1	Use Top 5 Feedback and Regional KETS Engineers to provide feedback about KETS systems and processes that are working and not working.	DTC, KETS Regional Engineer	On Going	N/A	$0	Increased strategic partnership and collaboration with KETS systems, processes, and staff.

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, 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	Replace or upgrade old infrastructure equipment as needed to provide the latest innovations and technology features to keep availability of a reliable, high speed network infrastructure.	DTC, Network Admin, Vendor partner	On Going	KETS, eRate, General Funds as needed	To be determined	Students and staff will have access to a reliable network for improved teaching and learning. Assessed in an annual survey.
AA-2	Continue to provide help desk solution for reporting technology issues (Google Site with Form)	DTC, Network Admin, Student Workers	On Going	N/A	$0 (Free Google Cloud Service)	Support requests will be more efficient and tracking information will be used for identifying professional development needs.
AA-2	Replace aging analog phone system with a digital cloud based VOIP system.	DTC, Network Admin. Vendor partner	On Going	General Funds	$15,000 initial cost. New monthly cost of $1500	Increase staff productivity and ability to access classroom/office phones remotely. Increased reporting for security issues.
AA-3	Provide and maintain high density wireless coverage for all district locations	DTC, Network Admin, Vendor Partner	On Going	KETS, eRate, General Funds as needed	To be determined	Increased opportunity for access to high speed and reliable networks for improved teaching and learning.

AA-3	Provide training and access to online content delivery tools such as Google Workspace for Education Fundamentals for the delivery of instruction	Supervisor of Instruction, Principals, Teachers	On Going	N/A	$0	Student achievement will increase, and delivery of instruction will be more efficient.
AA-3	Continue to purchase/refresh chromebook devices for 1:1 initiative. Grade K-12	Superintendent, DTC, Principals	Yearly	KETS, General Funds	$90,000	Updated devices will improve student productivity and learning. Grades 1, 5, and 9 will receive new devices every year and keep devices for 4 years.



Data Security, Safety, Privacy & Use

Future Ready Gear

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

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

AA-1	Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning *(Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card)*
AA-2	Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats *(acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering)*
AA-3	Continue to utilize adoption metrics or trending data for planning purposes that allow EdTech and instructional leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine the effectiveness and future direction *(annual auditors, Impact survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, SpeakUp)*
AA-4	Continue to migrate key administrative and student data sets to secure cloud providers that allow everywhere, all-the-time secure access for the improvement of student learning *(Infinite Campus, Early Warning, School Report Card, MUNIS)*
GO-1	Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the "radar screen" of teachers/staff *(The People Side of EdTech)*
GO-2	Improve and enhance the tools available to maximize the use of data through enhanced reporting, tools that help improve data quality, and visual data analytic tools. Kentucky K-12 data systems are first-class, and we need enhanced tools to create a more usable and more interesting story for the average person who may not have a technology and data background.

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Continue to update and adjust the responsible use policy and train students and staff of responsible use of technology	DTC	Ongoing	N/A	$0	Staff and Students will know the responsible use of technology and consequences for not adhering to those policies. Signed RUP by all Staff and Students.
AA-2	Configure workstation security policies to prevent malicious software from being executed	DTC, Network Admin	Ongoing	General Funds	To be determined	Pass/Fail: continued monitoring and modification

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-3	Continue to take full advantage of E-rate & KETS funding to maximize technology across the district.	DTC	Ongoing	KETS, eRate,	To be determined	Have funds to address required technology needs.
AA-2	Make staff aware of how to reduce expenditures on printing/print services by printing more from shared copiers and shifting from paper to digital experiences.	DTC, Network Admin, Principals, Teachers, Classified Staff	Ongoing	N/A	$0	Reduced cost of print services. (Less toner, paper, and maintenance costs)
AA-3	Collaborate with the Superintendent, Principals, Director of Finance, and Board of education to plan for ongoing refresh of all EdTech resources. Including but not limited to the cost of the annual 1:1 device refresh.	DTC, Superintendent, Principals, Director of Finance, Board of Education	Yearly	KETS, General Funds	$100,000- $150,000	Collaborating and planning will help keep costs low while ensuring refresh continues as needed.



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	Enhance relationship with Murray State University's Professional Development School (PDS) program for new teacher mentoring.	Supervisor of Instruction, Principals	Starting August 2019 - Ongoing	N/A	$0	Classroom Student Survey and Classroom observations
AA-2	Increase involvement in the student help desk using 9-12 grade students. Improve procedures and reporting.	DTC, Network Admin, Principal	Started August 2019 - Ongoing	N/A	$0	Gradually move 1:1 repairs and other help desk requests from district tech staff to student help desk.
AA-1	Transition 1:1 inventory responsibilities from technology staff to school staff	DTC, Network Admin, Principal	Ongoing	N/A	$0	1:1 device inventory management will be handled by school offices.
AA-1	Utilize the district webpage and social media to increase community and family awareness of programs and activities	Superintendent, Principals, Community Ed Director	Yearly	General Funds	$1500/year for web host fee $0 for Social Media	More participation in programs and activities. Ask community and family members how they found out about events during the sign in process.
AA-2	Continue to host a district STLP showcase and invite businesses, parents, and other shareholders to the event.	Superintendent, DTC, STLP Coordinators	Yearly	N/A	$0	Increase in attendance and new interest in the STLP program.

Digital Curriculum, Instruction & Assessment

Future Ready Gear

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

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

AA-1	Continue to provide access to high-quality learning experiences which further aligns to the Kentucky Digital Learning Guidelines
AA-2	Continue to promote, for ALL students, the use of Kentucky-approved/adopted Kentucky Academic Standards (KAS) for Technology, KAS for Computer Science, and KAS for Library Media Learning *(all based on national and international learner standards)*
AA-3	Continue providing opportunities for students to demonstrate learning connected to and through KAS for Technology, KAS for Computer Science, and KAS for Library Media Learning *(empowering students through technology with STLP, CS/IT Academy, etc.)*
AA-4	Continue to provide efficient and effective access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students, and make curriculum decisions *(online formative assessment tools, interim based assessments, and summative assessments)*
AA-5	Continue to provide districts/classrooms access to high-quality and effective digital instructional materials through an equitable and robust digital experience
AA-6	Continue to support teacher efforts in taking ownership of digital citizenship skills and educating their students in the same skills to foster a responsible, safe, secure, and empowered digital learning environment.

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

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Continue to provide Microsoft productivity tools to improve classroom and school collaboration.	DTC	Ongoing	General Fund	$7000	Yearly license renewal
AA-4	Teachers will use Google Classroom, Google Apps, and other LMS (Learning Management Systems) to guide and enhance effective instruction.	Principals, Supervisor of Instruction, Teachers	Ongoing	N/A	$0	
AA-5	Provide a digital curriculum to supplement learning in an alternative classroom setting.	Principals, Supervisor of Instruction,	Ongoing	General Fund	$12,000	Yearly license renewal, reports are available that will show student success

	(Apex)	Teachers				rates. (Apex) Middle & High School
AA-1	Utilize Renaissance Accelerated Reader and Renaissance Star Reading applications to enable substantial amounts of reading practice.	Principal, Library Media Specialist, Teachers	Ongoing	General Fund	$8,000	Yearly license renewal, reports are available that will show student success rates
AA-1	Continue to utilize Destiny for managing each school's library resources.	Library Media Specialist	Ongoing, Yearly	General Fund	$1,500	Destiny Cloud Library Manager
AA-1	Continue implementing various online instructional materials that help with intervention or practice programs such as: IXL & Envision Math, Etc.	Principal, Teachers	Ongoing	School Funded	$16,000	Yearly license renewal
AA-5	Implement and re-evaluate a classroom management software for teachers.	DTC, Network Admin, Principal, Lead Tech Teachers, Teachers	Ongoing	General Fund	$2,500	Yearly license renewal. Makes it easier for teachers to manage a 1:1 device classroom.
AA-1	Utilize Renaissance STAR testing for benchmark assessments at both Elementary, Middle, and High School	Supervisor of Instruction, Principal, Teacher	Ongoing	Flex Focus Funds	$8,000	Yearly license renewal, reports are available that will show student success rates

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 instructional staff will provide ongoing support to determine the best tool to meet the learning objective.	Supervisor of Instruction, Principals, Teachers	Ongoing	N/A	$0	Evidence from lesson plans, walkthroughs, and student data.
AA-1	The district will provide beginning level skills for technology related tasks.	DTC, Network Admin, Lead Technology Teacher	Ongoing	N/A	$0	Daily tasks completed as evidence. ● Sign into computer ● Login into email ● Bookmark a webpage ● Create a Google Classroom ● Use Classroom Management Software ● Log into Infinite Campus
AA-1	Provide teachers with professional development opportunities based on needs.	Supervisor of Instruction, DTC, Principals, Teachers	Ongoing	N/A	$0	Evidence from lesson plans, walkthroughs, teacher surveys, and student data.
AA-1	Lead Technology Teachers will meet with staff individually and in groups to provide training/support on newest developments in school technology and collaboration tools.	Lead Technology Teacher (1 per school), Teachers	Starting August 2019 - Ongoing	N/A	$0	Participation records and increased use of Classroom Technology and Google Collaboration tools.



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	Google Classroom as online/virtual classwork	Teachers, Students	Ongoing	N/A	$0	Teachers will use google classroom with students for meaningful lessons.
AA-1	Computer Lab Teachers have a curriculum with students on different lessons to learn at their own pace.	Teachers, Students	Ongoing	N/A	$0	Lab Teachers utilize online learning to allow students to work at their own pace and on different lessons at the same time.
AA-1	Utilize the existing High School Media Center as a collaboration and meeting area for students to use their chromebook devices.	Students	Starting August 2019 - Ongoing	N/A	$0	Students will have an additional space to collaborate and work outside of the classroom setting.