

DISTRICT NAME McCreary County School District

LOCATION Stearns, 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.]	
Angela Corder, Chief Information Officer	Karen Kidd, Director of Federal Programs
Duston Baird, System Engineer	Jason Creekmore, District Wide Services, DAC
Samantha Shook, Computer Technician	Ashley Anderson, Director of Special Education
Tiffany Duvall, Finance Office	
Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Charlotte Barnett, Principal -MCHS	Angela Loudermilk, Principal –WCE
Cindy Moore, Principal -PKI	Cameron Lee – CTE Lead Teacher - MCHS
Tim Stephens, Principal - PKP	Jason Creekmore, District Wide Services
Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Shane King, Director of Food Services	Rebecca Blakley, Augment Director
Stuart Jones, Computer Technician	Darrell King, Director of Pupil Personnel
Students [Recommended to include middle and/or high school students]	
MCHS – Technology Leadership Group	
Other [parents/community members, business and nonprofit leaders, etc.]	
Eric Corder, Assistant Principal WCE	Tonya Lay, Parent

Previous Year's Strategies Evaluation

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

What strategies from last year went well?

The district has achieved the 1:1 goal for student devices. The 1:1 initiative with Chromebooks has significantly reduced the number of student labs within the district, thus funding has shifted from maintaining labs to supporting the 1:1 student devices. The district also achieved another phase of the several year goal of the network replacement while maintaining a robust network. The district installed core-switch-fabric technologies with the approved E-Rate funds.

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

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

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

There is a need to ensure all staff are aware and will be able to integrate the student technology standards into the curriculum. There is a need for better non-static measurement tool for "student home access" which would include provider, type of service, type and number devices with the number of students in the household. The survey or measuring tool will need to be ongoing or occur multiple times within the year. The 1;1 initiative was successful and will need to be maintained to ensure a flexible learning environment for students. Pending the direction of online and in-class learning options, the district will need to continue remote-hybrid functionality for Middle and High School classes.

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?

The District Technology Plan was developed by information gathered from individual and small group meetings with a focus on providing quality ongoing any place instruction for students. The District Technology Plan is cultivated from the instructional goals and initiatives from the District Comprehensive Improvement Plan as well as the changing requirements related to online learning and student standards. Each school develops the individual instructional plan and the district plan is then composed of common district-wide supportable goals. Many of the goals of the district and school plans are changing to meet the unique ongoing needs of our students. The district committee also evaluates existing infrastructure and support options to sustain existing and emerging programs and services. The local school board of education reviews and approves the District Comprehensive Improvement Plan as well as the District Technology Plan. The District Technology Plan is then sent electronically to KDE for approval. Ongoing evaluations of the goals are monitored during the school year, including reviews and modifications as funding and needs change throughout the year.

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.

All staff will be working three days on vertical and horizontal curriculum alignment that will include the new technology standards. There will need to be professional development related to student technology standards, emerging LMS and new applications. The district will need to maintain the 1:1 of student devices. Some previous technology goals will continue within the 2023-2026 school years, including the continuation of the technology curriculum and cyber bullying for all students,

refreshing aging devices, and maintaining existing infrastructure and 21st century classrooms technologies. We are in the process of adding a new wiring closet for the new addition at our middle school with E-rate funds for FY24. The district plans to continue online student registration for the 2025-2026 school year. Implementing AI use in classrooms and providing training for teachers to effectively utilize AI tools can significantly enhance the learning experience for students. Organize workshops and seminars to provide ongoing support and professional development for teachers. These sessions can focus on sharing best practices, discussing case studies, and addressing any challenges or concerns.

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, the district received student feedback based upon Surveys from the previous year and this year based upon surveys by schools and individual teachers.

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.

The previous student surveys reflected that 87% of our students have Internet access at home with 11% of the students only having cellular data by smart phones or tablets at home. Based on the latest data, the percentage of student and Home Access is has increased with 98% of student having some type of home access. One of the strategies will be to create better measuring tool for “student home access” which would include provider, type of service, type and number devices with the number of students in each household. The survey or measuring tool will need to be ongoing or occur multiple times within the year. With the affordable Connectivity Program gone, we see those numbers are fluctuating. The majority of the students feel that the use of technology allows them to achieve better grades and test scores, apply knowledge to practical problems and increase creativity, as well as control their own learning. The survey also reflects that the district should continue to provide additional coding (computer programing) opportunities for our students. The high school has Career and Technical pathway that includes network administration.

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

The Future Ready Framework identifies eight Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 44 Areas of Emphasis connected to the Future Ready Framework and are categorized as either *1) Acceleration Area (AA)* or *2) Growth Opportunity Area (GO)*. The “acceleration areas” are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The “growth opportunity areas” address improvement targets for the Master Plan.

Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 44 Areas of Emphasis of the KETS Master Plan. Any strategy that involves Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.

Collaborative Leadership
Future Ready Gear

KETS GUIDING PRINCIPLE – Collaborative leadership creates a shared vision of digital teaching and learning, an environment of collaboration (where partners make stuff together), encourages embracing innovation and empowerment, and a culture of evidence-based systems and processes.

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

 AA-1	Continue to use structures providing opportunities for feedback from shareholders and evidence of how KETS systems and processes are working or not working (360 feedback, CIO Summit)
 AA-2	Continue the fostering of strategic partnerships and collaborations among educational institutions, technology companies, policymakers, and community organizations. Develop networks that facilitate knowledge exchange, collaborative research, and resource-sharing to promote innovation and address common challenges in education technology.
 AA-3	Continue the recognition and support for the crucial role of teachers as leaders in educational technology integration. Provide professional learning opportunities and resources that enable teachers to develop expertise in leveraging technology to enhance instruction and student engagement.
 GO-1	Improve collaboration among educators, technologists, administrators, and researchers to foster a holistic approach to education technology development, implementation, and evaluation. Encourage open channels of communication and provide platforms for sharing best practices, ideas, and resources across different disciplines and institutions.

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Parent and Community Surveys	Principals Director of Federal Programs, Director of District Wide Services CIO	Ongoing	N/A	N/A	Results of surveys will be analyzed and used to plan appropriate professional learning activities annually.
AA-3	All staff will be working three days on vertical and horizontal curriculum alignment that will include the new technology standards.	Principals Director of Federal Programs, Director of District Wide Services CIO	Ongoing	N/A	N/A	Results will be analyzed and used to plan appropriate professional learning activities annually. There will be a 10% increase in the number of teachers reporting improvement in tech skills.



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)
AA2	Replacing UPS's in all wiring closets.	CIO, Vendor Partner	Completed by Aug 1, 2026	ERATE KETS	\$67,294.84	New Lithium UPS's last longer and handle higher temps. Overall an upgrade across the district.
AA-1	Provide high speed connections between all schools.	CIO, System Engineer, Vendor Partner	Ongoing	E-Rate General Funds	\$33,120	Network reliability will be maintained at 99.9% between sites with increased connection speeds to 10G based on network and work order reports.
AA2	Continue support on the VoIP phone systems and local, long-distance, and PRI voice service.	CIO, Finance Officer	Ongoing	General Funds KETS	\$52,000	100% of teachers will report reliable voice services from the classroom

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AA2	Provide routine maintenance/support on devices and network components.	CIO, Finance Officer	Ongoing	General Funds	\$269,454	Network reliability will be maintained at 99%. Work orders for equipment repair and support tickets will reflect a 10% decrease in response time.
AA3	Build partnerships with service providers in an effort to reduce the cost of Internet to student's home.	CIO, System Engineer, Superintendent Vendor Partners	Ongoing		\$0	Student Home Internet Access will at 98% or above for all students based on survey.
AA3	Continue using Go Guardian, Teacher and Beacon	CIO, System Engineer	Ongoing	KDE- General Funds and KETS	\$12,000	Go Guardian reports will show filtered access for student devices.
AA4	Continue to utilize cloud-based services such as MUNIS, Infinite Campus, Google for Education, Microsoft, Clever, and Student Online Registration	CIO, Finance Office District, and school admin	Ongoing	General Funds and KETS	\$30,000	Increase efficiency and reduce paper in business operations as measured by a 10% decrease in turn-around time for requests.
GO-2	Maintain 1:1 device for students and increase 21st Century Classroom devices, include video, microphone, interactive boards to support hybrid classroom.	CIO, CFO Principals	Ongoing	Title I, Gear Up, General Funds, KETS	\$200,000	Technology Activity Report/inventory tools will reflect a 1:1 student ratio, 21st century devices in all classrooms.



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)
AA1	Continue Online Registration and provide parents with access to IC Parent Portal to update household information, health, and other relative student data.	DPP	Ongoing	KDE and General Funds	\$4750	Increase parent awareness of student progress and decrease by 25% the number of manual entry updates by school/district staff. Parent Portal accounts will increase by 50%.
AA1	Continue MUNIS services to provide all employees with access to pay and tax information.	Finance Officer	Ongoing	General Fund	Reflected in previous AA4 amount	Increase staff pay awareness to 100% and decrease the number of individual requests for copies of pay stubs and/or income verification from district personnel by 25%.
AA2	Identify and provide professional learning to all staff regarding data security	CIO, DLCs, and Principals	Ongoing	N/A	N/A	Data Breach Reports will reflect no data breach events.
GO-1	Provide professional learning regarding data security, PII information, phishing and suspicious emails to all staff.	CIO, DLCs, and Principals	Ongoing	N/A	N/A	Data Breach Reports will reflect no data breach events.



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)
AA2	Work with Finance Officer, district and school leadership to identify possible combined funding sources to replace and maintain the ratio of 1:1 devices for students.	Finance Officer, Director of Federal Programs, CIO, Principals	Ongoing	N/A	N/A	Reports and allowable expenditures of Title I, Grant Funds, Ger Up, MUNIS measured by Technology Activity Report/district inventory tools.
GO-1	Provide district and school leadership with information regarding need for instructional technology support in schools.	CIO, Curriculum Leaders, Director of Federal Programs, DLC's Principals	Ongoing	N/A	N/A	District will maintain the existing support staff, digital readiness coach positions as needed for online learning, as well as the duties of the STC's.
GO-2 and GO-3	Printer/copier contract (New Cloud-based) as well as the Google Classroom activities to reduce paper, printing, and copier costs.	Finance Officer, Director of Federal Programs, CIO, Principals	Ongoing	N/A	N/A	Annual printing and copier reports will show a decrease by 20%

AA3	Applying for E-Rate funding	Finance Officer, CIO, District Admins	Ongoing	N/A	N/A	Staying up to date on networking infrastructure while reduces cost to the district.
GO-2	Continue to utilize cloud-based services such as MUNIS, Infinite Campus, Google for Education, Microsoft, Clever, and Student Online Registration	CIO, Finance Office District, and school admin	Ongoing	General Funds and KETS	\$30,000	Increase efficiency and reduce paper in business operations as measured by a 10% decrease in turn-around time for requests.



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)
AA1	Continue Career Tech Day - Tech Day Essential Skills Camp for Interns and Apprentices, Tech Squad, certified apprentice provider for Ky. Department of Labor, -All days may be subject to be an online or streaming events	Principal, Career Tech Coordinator, DLC, and CIO	Ongoing	n/a	n/a	Activity Attendance reports, participants feedback survey, and student certifications.
AA2	Maintain the district's KETS Activity Reports, McCreary Helpdesk, and Speak Up Surveys	CIO, STC's, Student Technology Leadership	Ongoing	n/a	n/a	KETS Activity/inventory reports, Helpdesk tickets reports, and student, teacher, parent and community survey results.
AA2	Continue the District Web Site, Infinite Campus School messenger, website and social media to communicate to students, parents and other stakeholders.	Principals and district leadership	Ongoing	General Funds, KETS	\$11,500	Website user access report, IC Messenger call/text notification reports and Facebook analytics.
AA2	Creating Portrait of a Learner design for our district	District leaders, Teachers,	Ongoing	n/a	n/a	Hold community meetings with parents, community members, business leaders, college

		Parents, Students, Community Members				representatives, teachers, district administrators to help bring our school district Portrait of a learner to life.
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**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)
AA1	Ensure all students grades K-12 are working with online safety, cyber bullying instruction, digital literacy, and digital citizen aligned technology ISTE-NETS and with increased coding opportunities.	CIO Teachers Principals	Ongoing	KETS, TITLE I, II	\$12,300	Reports from the Learning.com program will reflect 100% students completed digital safety and cyberbullying curriculum with an increase of 15% in computer coding lessons.
AA1 and	Principals	Principals	Ongoing	General Funds,	\$195,000	Purchase of online software

AA4	Director of Federal Programs, Continue instructional software, class management software, and learning/credit recovery software including: Renaissance Learning, Destiny, Clever, Teacher, Beacon, IXL, Maps etc.	Director of Federal Programs, Director of District Wide Services CIO		Title I, II and KETS		and individual application reports for student progress and activity.
GO-2	Provide training for staff and teachers on how to incorporate AI in the classroom	DAC BAC's CIO	Ongoing	n/a	n/a	Results of instructional PD surveys, school implementation plans, ongoing instruction reports with students.
AA7	Successfully conduct the KDE online assessments for the required grade levels.	DAC BAC's CIO	May 2026	n/a	n/a	100% of the required online state assessments will be successfully submitted.
AA2	Increase and introduce the STLP programs at all schools.	CIO, STCs Principals	May 2026	KETS	\$1,000	There will be a 20% increase in the number of schools that participate in the STLP program.
GO-1	Staff surveys to determine instructional technology needs	Principals CIO				Results of surveys will be analyzed and used to plan appropriate professional learning activities annually. There will be a 10% increase in the number of teachers reporting improvement in tech skills.



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)
AA1	All teachers will complete 3 days with in Pear Assessment on horizontal and vertical curriculum alignment that include the technology standards/graduation requirements for students.	CIO, STCs, Principals	Ongoing	General Funds	\$12,000	Results of instructional PD surveys, school implementation plans, ongoing instruction reports with students.
AA1	Provide training in Pear Assessment/Edulastic and new learning systems for all teachers	Principals Director of Federal Programs. Director of District Wide Services CIO	Ongoing	n/a	n/a	Results of teacher Evaluations, online curriculum maps, and Classroom videos productions.
AA1	Teacher Vector-Evaluation for ongoing PD and Individual Growth Plan and evaluation.	Principals Director of District Wide Services CIO	Ongoing	n/a	n/a	Results of teacher Evaluations and documented walk-throughs.
AA2	Staff surveys to determine instructional technology	Principals DLCs	Ongoing	n/a	n/a	Results of surveys will be analyzed and used to plan

	needs.	CIO				appropriate professional learning activities annually. There will be a 10% increase in the number of teachers reporting improvement in tech skills.
AA1	Create a school and district sharing resources in Google Classroom of successful technology and hybrid classroom activities to continue digital collaboration and digital learning tools.	Principals Director of Federal Programs, Director of District Wide Services CIO	Ongoing	n/a	n/a	Shared documents will be analyzed by leadership to plan appropriate professional learning activities annually. There will be a 50% increase in the number of teachers reporting improvement in tech skills related to hybrid teaching.



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)
GO-1	Continue to provide resources and training for teachers on Google Apps for Education, Go Guardian to allow for anywhere anytime access for students and staff as well to support the NTI and Virtual options.	CIO, STCs, and Principals	Ongoing	n/a	n/a	Google Classroom as part of regular instruction as measured by Google analytics and Go Guardian Teacher reports.