

DISTRICT NAME Trigg County Schools

LOCATION Cadiz, 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.]	
<i>Rex Booth, Superintendent</i>	<i>Lacey Schrock, Director of Curriculum and Instruction</i>
<i>Rory Fundora, CIO</i>	
<i>Holly Greene, CFO</i>	
<i>Laura James, DPP</i>	
Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
<i>Lindsey Kinslow, Principal TCPS</i>	<i>Erin Eagleson, Principal TCCTC</i>
<i>Lisa Bush, Principal TCIS</i>	<i>Jonathan Pepper, IT Department</i>
<i>Amy Breckel, Principal TCMS</i>	<i>Dawn Worth, IT Department</i>
<i>Kristee Barnes, Principal TCHS</i>	<i>Cameron Spratt, IT Department</i>
Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
<i>Crystal Hancock, PS/IS Media Specialist</i>	
<i>Michele Oakley, MS Media Specialist</i>	
<i>Teresa Russell, HS Media Specialist</i>	
<i>Denise Young, Career/College Counselor</i>	
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.

During the 2025-26 school year, our primary operational focus for staff centered on reinforcing the critical importance of data security and threat awareness. Alongside this, our instructional vision remained steadfast on delivering a rigorous, standards-aligned curriculum driven by a variety of evidence-based instructional strategies.

By executing this vision, we successfully met the following strategic goals over the past year:

- **Sustained Infrastructure & Device Lifecycles:** Successfully maintained our 4-year refresh plan across staff devices, instructional hardware, and network equipment. As part of this cycle, we completed a comprehensive upgrade of instructional devices for all high school teachers and staff.
- **Student 1:1 Equity:** Ensured continuous, reliable access for students by deploying new Chromebooks to the incoming freshman class and proactively replacing aging or unsupported Chromebooks across all district buildings.
- **Elevated Data Security:** Actively led targeted discussions and initiatives focused on data security to build staff awareness and safeguard our digital ecosystem.
- **Enhanced Digital Communication:** Modeled positive digital citizenship and maximized the use of district social media platforms to foster transparent, real-time communication with students, staff, parents, and community members.
- **Fiscal Responsibility & Optimization:** Maximized available funding resources to keep our essential hardware refresh cycles on track. Simultaneously, we rigorously evaluated our current digital systems and software services to identify and capitalize on cost-saving opportunities.

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]

In preparation for the 2026-27 school year, our team conducted a comprehensive review of our existing district technology plan alongside the KETS Master Plan to evaluate our progress and establish clear, actionable objectives for the upcoming academic year.

Our district technology plan strategically addresses four crucial pillars: Infrastructure, Implementation, Security, and Innovation. We are committed to maintaining a robust, future-ready infrastructure through proactive planning, which includes leveraging the E-rate program to sustain a consistent 5-6 year refresh cycle for our wired and wireless networks. To guarantee that our classrooms are equipped with current and reliable instructional tools, we strictly adhere to a 4-year refresh cycle for staff devices and strategically manage our student device inventory through targeted annual purchasing.

Furthermore, as the digital landscape evolves, we are intensifying our focus on data security by enforcing elevated expectations for staff data protection and delivering comprehensive educational programs for both students and staff regarding responsible online information sharing. Finally, we will continuously evaluate the impact, privacy standards, and cost-effectiveness of our digital resources to optimize classroom efficacy and foster innovative instructional practices designed to maximize student success.

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.

In the 2025-2026 school year, we once again engaged our "Voice of the Wildcats" student survey group, comprising roughly 30 high school students from grades 9 through 12, to understand their experiences with technology integration and usage in the classroom.

Building on the successful expansion of our "Voice of the Wildcats" survey to grades 9-12 during the 2025-26 academic year, we are deepening our commitment to student feedback for 2026-27. This year, we will actively partner with TCMS Student Ambassadors to hear directly what they have to say about their digital learning experiences and compare those insights across grade levels. Previous survey data highlighted a critical gap between assumed and actual technology proficiency, revealing a clear student desire for more teacher-led instruction. By directly engaging our TCMS Student Ambassadors, we are dedicated to incorporating authentic student perspectives to ensure our technology goals effectively align with their actual needs and preferences.

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	Attend monthly CIO meetings, and OET webcasts bringing back and sharing pertinent information with district staff.	CIO	2026-27	General Fund	\$300	Improved communication of information and implementations between IT and stakeholders.

AA-1	Attend the annual KySTE conference to stay abreast of technology and edtech trends and information.	CIO	March 2027	General Fund	\$1000	
GO-1	Re-establish a technology committee with representation from all schools.	CIO Principals	2026-27	N/A	N/A	Improved communication between IT and building level, giving everyone a “seat” at the table for district discussions and decisions related to edtech.



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	Use Extreme Management tools and KETS view to monitor network usage to ensure adequate bandwidth for instructional use.	CIO IT Dept	On-going	N/A	N/A	End users will see reliable, consistent network and user satisfaction
AA-1	Continue to monitor bandwidth to identify any issues, and resolve as necessary	CIO IT Dept	On-going	N/A	N/A	
AA-3	Purchase new teacher/staff devices for TCPS/TCIS transitioning them to Chromebooks	CIO	July 2026 - or sooner	KETS	\$74,000	

AA-3	Purchase chromebooks to replace aging/unsupported devices at all schools	Bldg Principals CIO	On-going	Site based funds/general fund	Depending on quantity needed	
GO-2	Review the 4 year refresh plan annually to ensure we are following the plan, addressing necessary areas and maximizing funding sources	CIO	On-going	N/A	N/A	



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 (<i>Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card</i>)
 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 (<i>acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering</i>)
 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 (<i>annual auditors, Impact survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, SpeakUp</i>)
 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 (<i>Infinite Campus, Early Warning, School Report Card, MUNIS</i>)
 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 (<i>The People Side of EdTech</i>)
 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-1	Annually update and modify the AUP (Acceptable Use Policy) and train staff and students	CIO	Annually Draft during 1st semester final approval May	N/A	N/A	Increased knowledge of rights and responsibilities for both staff and students.
AA-1	Annual review and modify if necessary "Internet Safety Policy"	CIO	Annual	N/A	N/A	
GO-1	Annually present "Data Security" presentation to the Board	CIO	July 2025	N/A	N/A	
GO-1	Annually present to staff across the district on data security, email scams, phishing, etc. to reiterate the importance of diligent usage	CIO	August 2025	N/A	N/A	
GO-1	Annual confidentiality training for all staff working with student data	SIS Clerk, DPP, Guidance Secretaries	On-going	N/A	N/A	



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 evaluate and implement student device refresh plan</i>	<i>Principals CIO</i>	<i>On-going</i>	<i>SBDM General Funds</i>	<i>TBD</i>	<i>Refresh cycles will be followed and evidenced by invoices.</i>
AA-2	<i>Continue to evaluate and implement staff device and computer lab refresh plan</i>	<i>CIO</i>	<i>On-going</i>	<i>KETS General Funds</i>	<i>TBD</i>	<i>Refresh cycles will be followed and evidenced by invoices.</i>
AA-3	<i>Continue to maximize KETS funds for EdTech support (ie, technology refresh cycles, infrastructure, etc)</i>	<i>CFO CIO</i>	<i>On-going</i>	<i>KETS</i>	<i>TBD</i>	<i>Budgetary report showing utilization of KETS funds.</i>
GO-2	<i>Continually evaluate systems and services to determine any money saving opportunities.</i>	<i>CFO CIO</i>	<i>On-going</i>	<i>N/A</i>	<i>N/A</i>	<i>Reviewed annually at budget meetings.</i>
GO-3	<i>Annually evaluate contracts to determine if there is a need to re-bid, RFP or re-contract to ensure best pricing.</i>	<i>CFO</i>	<i>On-going</i>	<i>N/A</i>	<i>N/A</i>	<i>Reviewed annually at budget meetings.</i>
GO-3	<i>Evaluate use of instructional software/resources to maximize investment.</i>	<i>Assistant Supt CIO</i>	<i>On-going</i>	<i>N/A</i>	<i>N/A</i>	<i>Produce reports and evaluate programs that are not being used.</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	Use of social media for communication regarding digital citizenship and data privacy	Web Coordinator	On-going	N/A	N/A	Examples of digital citizenship/data privacy will be evident on multiple platforms.
AA-1	Modeling positive social media promotions (ex promoting staff and student achievements on multiple platforms)	Principals Media Relations Web Coordinator	On-going	N/A	N/A	Examples of positive social media promotions will be evident on multiple platforms.
AA-2	Utilize ParentSquare and email to provide 2 way mass communications with staff, students and parents/guardians	All Staff	On-going	General Fund	\$6600yr	Reports generated from Remind, and increased communication between stakeholders.
AA-3	Coordinate college visits for students in grades 3-8 and grade 12	College/ Career Counselor	Annually	General Fund	Varies	Informal feedback from students and staff.
AA-3	Once per semester, in coordination with FRYSC and Community Ed, host a Family Technology Night with relevant topics.	CIO FRYSC Community Ed	Fall/Spring Semester	N/A	N/A	Attendance report and family feedback.
GO-1	Encourage postsecondary institutions to participate in district events. (ie, Senior Seminar, Operation Preparation, Etc)	College/ Career Counselor or Principal designee	On-going	N/A	N/A	Post-secondary institutions will actively participate in district events.

**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	Teachers will use Google Apps to enhance effective instruction	Curriculum Supervisor Classroom Teachers	On-going	N/A	N/A	Evaluation of Google metrics to see increased usage.
AA-1	Effectively implement use of Google Classroom to implement blended and personalized learning.	Curriculum Supervisor Classroom Teachers	On-going	N/A	N/A	Classroom observation and data evaluation.
AA-1	Continue implementing various online instructional programming that include intervention and/or extensions such as: Lexia, iXL, Reading Plus, MathXL, etc	Curriculum Supervisor Classroom Teachers	On-going	Title I SBDM ESSR	\$65,000	Data reports available within each program, as well as Digital Insights reporting and classroom observation.
AA-2	Each student in grades K-12 will create an online digital	Classroom teachers	On-going	N/A	N/A	Student portfolios

	<i>portfolio housing a collection of student evidence of learning</i>	<i>Principals</i>				
<i>AA-2</i>	<i>Students in grades 9-12 will have the opportunity to participate in events and competitions such as STLP, TSA, Next Big Thing, etc</i>	<i>CTE teachers</i>	<i>On-going</i>	<i>CDTE</i>	<i>\$3,000</i>	<i>Student projects; competition</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	Utilize online professional development for staff required trainings	DPP Principals/ Directors	On-going	General Fund	\$2,500/annually	Reports/assessments will be reviewed for completion/passing rates.
AA-1	Model the use of collaborative tools (ie, Google, Microsoft, etc) in district and school meetings	District Staff Administration	On-going	N/A	N/A	See an increase use of collaborative 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	Provide support for schools to identify a blended learning model and establish best practices within that model	Instructional Supervisor Principals	On-going	N/A	N/A	The model is identified and implemented with fidelity. Measure goals as written in the strategic plan.
AA-1	Administrators will model use of blended learning with their staff.	Principals District Admin	On-going	N/A	N/A	School administrators will provide evidence of blended learning strategies used to model with staff.
AA-1	Evaluate data obtained from Digital Insights to determine the type and utilization of various software/programs.	CIO Assistant Supt	On-going	N/A	N/A	We will make a decision regarding continuation of programs based on data obtained.

