

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Jackson Independent

LOCATION Jackson, Ky

PLAN YEAR(S) 2021-2022



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Planning Team

District Staff [Recommended to include CTO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, etc.]	
Charles J. Coots - CTO/DTC	Brenda Tincher - DPP, DAC, Instructional Supervisor, Assessment Coordinator
Paul Green - Superintendent	Christa Collins - Special Needs Director
Angie Turner - Finance Officer	
Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Melissa Roark - Principal	Jeffrey Coots - High School Math Teacher
Dixie Combs - FRYSC Coordinator	Angie Campbell - Elementary Teacher
Jessica Bowling - High School	John Couch - Middle School/Special Ed Teacher
Britni Tincher-Back - Middle School	Anji Davidson - Middle School
Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Students [Recommended to include middle and/or high school students]	
LeAnn Campbell - Senior Member of MS Leadership team	
Other [parents/community members, business and nonprofit leaders, etc.]	

Previous Plan Evaluation

In this section include a discussion of the “expiring” (previous year’s) plan using the prompts below. Attempt to limit your narrative to the space provided.

What goals were met?

Jackson Independent Teachers in grades k-12 will work on becoming google certified educators - 100% of teachers in grades k-12 are google certified

Jackson Independent will purchase chromebooks for classroom (In-Person or Virtual) integration. - With the addition of the chromebooks we now have a chrome device for all students in grades K- 12.

Jackson Independent School District will offer dual enrollment in postsecondary, Commonwealth Diploma, AP Coursework via online programs through Hazard Community College, Morehead State University, and Apex. - Jackson Independent continues to provide multiple courses to students through Dual Credit using online courses, credit-recover for students who need additional help with credits, and other classes that focus on the students interests that the school can’t provide due to limited funding and staffing.

Teachers will use online assessments to collect data to identify areas of need. (Cert, NWEA Map) - Teachers in grades K-8 have implemented NWEA map assessments and are using the assessments to help develop individual plans to focus on student areas of need. In addition, teachers in grades 9 - 12 implemented the Cert Assessments that focus on skills and practice needed to help prep students for the ACT assessment.

Acquire equipment for classrooms that will make them state of the art in regards to IT - During the past year, we upgraded 3 classrooms with Touch Panel devices to evaluate the effectiveness of the devices with student performance. In addition, we purchased several online programs that integrate with our google classrooms to help build a virtual learning community.

Provide Training to JCS Staff in the Student Information System that will be used to collect data such as grades, attendance, scheduling, and other data. - We provided several training throughout the year to teachers who needed training on Infinite Campus, this includes the start of the year training that all staff received.

Provide small group sessions and PD activities that focus on using best practices with integrating technology - Throughout the year we provided training for teachers who needed additional assistance in technology that requested it. Our main focus was on how to develop interactive lessons and virtual sessions that were effective and promoted continued learning.

Survey staff and students throughout the year. Data collection was conducted throughout the year using google forms, this included faculty, students and parents.

Administration will use One-Call Now to provide information to stakeholders. - Communications will continue to use One-Call Now to provide vital information to all stakeholders.

<u>Areas of improvement?</u> <i>Teachers continue to need additional technology training - Teachers continue to evaluate and need additional training on online software to be effective. Several products were purchased but have not been effectively implemented.</i> <i>Teachers will receive training on creating a virtual learning environment and how to effectively use it to maximize student achievements. Teachers will create virtual learning activities, such as: Video Lessons that are embedded into a google form used for formative assessment.</i> <u>Areas/goals that are no longer relevant?</u>
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New Plan Preview

This is a high-level overview or executive summary of the plan as a whole. Attempt to limit your narrative to the space provided below.

[See [Technology Planning section of KETS Master Plan](#) for more information]

How did you and the planning team decide on the goals for this plan?

Using Survey Results, Digital Readiness Survey, Technology Activity Report, CDIP, and local data, the plan has been shared at PLCs and online for District wide input. We also placed it online for the JCS community to view a working copy and we created a google form to collect data to help us direct our plan.

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.

- Train Administration on how to use technology effectively to communicate with staff during non traditional instruction days.
- Train teachers on how to effectively use virtual collaboration with students during non traditional instruction days
- Train teachers on how to create digital resources using videos, google tools, email, etc...
- Work with staff members in Elementary on Reading First program to help fill in gaps and weaknesses.
- Throughout the year working with elementary, Middle, and High School PLCs, the CTO/DTC will work with teachers on continuing to develop their skills to integrate technology. Examples include: Using Google Forms as a tool for formative assessment, how to move classrooms from paper to paperless, work with teachers on implementing digital citizenship...
- Continue to seek out opportunities to continue to advance technology in our district. Work with teachers on writing grants to help them find new and cool technologies that will inspire and engage students, example teachers will write ARI grants in which they implement activities that engage students, then they will showcase their findings throughout the year and at local conferences. In addition, we will work with other vendors, such as Datasream on providing training for technology staff and gain additional hardware for students.
- Continue to build our computer science and STEAM classes through the use of 3D Printing.
- Teachers will use Data to make formative assessments. Assessments include: Map, Cert, ACT, Kprep, etc...
- District will continue to support Virtual Learning through programs that promote Dual Credit, Credit Recovery, and continue to offer online courses that spark student interest and help the student build on their career pathways.
- Engage students using technologies to build entrepreneurial type businesses in the district.

Student Voice

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

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

Currently we are using google forms to capture student voices. Information from these surveys have and will continue to be presented to our stakeholders. Data has been shared at Board Meetings, through email, PLCs, Staff Meetings, and on our local Digital TVs that play in all major areas of our schools. We will continue to use these tools for data collection and provide the results to all stakeholders in our district. With things moving back to normalcy, we will reach out to brightbytes to see if we can work together again on data collection.

If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan.

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

The Future Ready Framework identifies seven Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 37 Areas of Emphasis connected to the Future Ready Framework and are categorized as either *1) Areas of Acceleration (AA)* or *2) Areas of Improvement (AI)*. The “areas of acceleration” are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The “areas of improvement” address emerging areas based upon growth or decline metrics, research, needs assessments, and reporting by Kentucky school districts.

Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 37 Areas of Emphasis of the KETS Master Plan. Any strategy that involves Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.



Robust Infrastructure & Ecosystem

Future Ready Gear

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

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



AA-1: Continue to provide nation's first, fastest, highest quality, and most reliable internet access to 100% of Kentucky's public schools



AA-2: Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments



AA-3: Continue to create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools *(also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.)*



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



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

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KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA3	Subscribe to the Microsoft A3 License to provide up to date client access licenses as well as up to date operating system and office software suite for knowledge workers and students from school or home	CTO	July 1, yearly	KETS	\$3,000.00	Productivity of students and teachers will increase.
AA1	Provide High Speed access to the Internet	CTO	July 1, yearly	State Funded	Unknown	Data utilization graphs will indicate high data usage, but not to full capacity.
AA2	Continue to provide updated, high speed dense wireless network and wired network across the district	CTO	Planning 2021-2022 school year, implementation 2022-2023 SY	Erate Local ESSER	\$250,000.00 (90% Erate Discount)	Network uptime is maximized and available anywhere students are located.
AA2	Continue to provide voice services (PRI) to staff so that they can continue to provide information to stakeholders	CTO/Superintendent/Teachers	Monthly	Local	\$7200.00	Number of parent contacts will increase as easy access to contact parents is present
AA2	Continue to maintain existing telephone systems (POT Lines) and fax service	CTO	Monthly	Local	\$4000.00	Number of parent contacts will increase as easy access to contact parents is present.
AA2	Continue to provide Cellular Service to administrators to increase ease of access of information for principals and teachers.	CTO, Superintendent	Monthly	Local	\$3,000.00	High availability and fast turned around time for access to information from administrators by other staff and administrators.
AA2	Subscription for Adobe Tools	CTO	July 1, yearly	KETS	\$820.00	Productivity of students and

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	to use to build District Resources					teachers will increase.
AA2	Continue to provide district Finance department the tools to manage staff and vendor accounts (Tyler)	CTO, Finance Director, Superintendent	Quarterly, Ongoing,	Local	\$5,000	District will be able to run reports to help make better financial decisions for the district that will directly affect student achievement.
AI-1	Develop yearly refresh rate for mobile devices for students and staff.	CTO, Finance Director, Superintendent	Ongoing	Local Gear Up KETS (Based on Funding)	\$10,000 - \$20,000	Data will be collected yearly and presented to the Board of Education, Principal, and Superintendent showing the number of refreshed devices that serve the district population.



Data Security, Safety & Privacy

Future Ready Gear

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

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



AA-1: Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning (*Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card*)



AA-2: Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats (*acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering*)



AA-3: Continue to utilize adoption metrics or trending data for planning purposes that allow EdTech leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine effectiveness and future direction (*annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp*)



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



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



AI-1: Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the "radar screen" of teachers/staff (*The People Side of EdTech*)



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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	All students will be trained on Digital Literacy to ensure that they meet the criteria to be digital citizens.	CTO, Teachers	August, yearly	No additional funding is necessary	\$0	Reports of students completing the training and obtaining the credentials will be evaluated.
AI-1	Each August, All board members will receive their annual data security training	CTO, Board of Education Members, Superintendent	August, Required Yearly	No additional funding is necessary	\$0	Reports of Board Members completing the training and receiving their certificate.
AI-1	All teachers will be trained on Digital Literacy to ensure that they meet the criteria to be digital citizens	CTO	August, yearly	No additional funding is necessary	\$0	Reports of teachers completing the training and obtaining the credentials will be evaluated.
AA-4	Implement Password Policy	CTO	1st Quarter of new year, on going.	No additional funding is necessary	\$0	Number of incidents of phishing activities will be lowered. Data of staff members changing passwords.
AA-3	Continue to work with vendors on developing critical and effective plans that promote student success that are based on data. Data sources include but are not limited to: BrightBytes, TAR Report, School Report Card, local	CTO, SBDM, Superintendent	On going. Multiple sources of data will be collected throughout the year and analyzed to make crucial changes to improve student	No additional funding is necessary	\$0	Student achievement will be impacted through the modifications made to the educational system that results from the data that has been collected and analyzed.

	surveys andSpeakup.		performance			
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Budget & Resources

Future Ready Gear

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

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



AA-1: Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services



AA-2: Continue use of long-term planning strategies that allow for continuity of initiatives and systems (*ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades*)



AA-3: Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts (*e.g. Internet consumption*) while maximizing education technology programs and initiatives (*Technology Need, E-rate*)



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



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



AI-3: Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments



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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Provide staff, maintenance, and support for all voice, video, and data services, equipment, and software.	CTO Superintendent	July 1, yearly	Local/KETS	\$75,000.00	All services are highly available and repair times are minimum.
AI-1	Dataseam IT apprenticeship Program. Provide staff, maintenance, and support for all voice, video, and data services, equipment, and software.	CTO Mentor Superintendent	Starting in August 2021 - Summer 2023	Local	\$2,400.00	All services are highly available and repair times are minimum.
AI-2	Continue to work with the District on reducing Printing Costs - Currently we have removed printers from most classrooms and have routed them to Copiers where they are assigned a number of copies per month.	CTO Superintendent Teachers Principal	July 1, yearly	Local	\$13,000.00	Cost of services will continue to drop and staff will continue to move towards a paperless type classroom. Students and Teachers will be using more digital tools to share documents.
AA-2/AA-3	Work with Superintendent and Finance officer on developing a plan to fund New Phone system	CTO/Superintendent/Finance Officer	Next School Year	Local/Kets	\$25,000	Phone systems will be used to communicate with students/parents/vendors/state officials/etc...



Partnerships

Future Ready Gear

KETS GUIDING PRINCIPLE – Connecting students and educators to the local and global community is a key factor to student success. The Master Plan will continue to provide opportunities for trusted relationships to build those connections as well as increase communication and transparency with shareholders, including families, districts, vendors, regional education collaboratives, postsecondary institutions and business/industry, in support of student learning and preparation beyond K-12.

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



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



AA-2: Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.*)



AA-3: Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (*eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey*)



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



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



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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA2	Deploy Survey to Students, Staff, Parents, and community Members to get feedback on perceptions and needs for technology in schools	CTO	August 31 Yearly	None	\$0	Results will be available to assist in future planning.
AA3	Utilize STLP groups to generate announcements to students, parents and community members to promote various online tools such as Campus Portal, School Report Card, other Open House Related Data	Library Media Specialist STLP Coordinators CTO	Timed strategically (IC Portal at start of each semester, School Report October yearly, Other Data as appropriate.)	None	\$0	Numbers of stakeholders accessing information increases based on report data.
AA1	Teachers will partner with Gear Up SOAR to participate in projects that are STEM/Entrepreneur related	Select Teachers, CTO, Finance Officer	As opportunities arise	Gear Up Funded	Dependent on particular projects and funding approved by Cooperative Estimated to be around @ least \$3000.00	Interest in STEM fields will increase the districts' need to create more STEM related activities and classes. Surveys and data collected from the services provided will be used to measure success.
AA3	Continue to provide the electronic student information system, Infinite	CTO DPP	July 1, yearly	Local	\$5,000	The number of parent to school contacts will increase.

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	Campus, to allow transparent and timely communication to parents. Services include Online Enrollment, Food Service, and Infinite Campus Basic					
AA3	Continue to purchase notification system to keeps families informed of school events and closures - One Call	CTO	November 1, yearly	Federal	\$600	Family and student participation in school events will increase.
AA3	Continue to purchase Website Domain and Service to keeps families informed of school events and closures - Wix.com	CTO	February, yearly	Federal	\$250	Family and student participation in school events will increase.



Digital Curriculum, Instruction & Assessment

Future Ready Gear

KETS GUIDING PRINCIPLE – A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards. A robust digital environment provides students with the opportunity to assess their own learning/progress.

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



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



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



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



AA-4: Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions (*online formative assessment tools, interim based assessments, and summative assessments*)



AA-5: Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience



AI-1: Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students



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



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

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KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA1	Teachers will continue to develop Jackson Independent curriculum documents to embed technology activities into the curriculum as curriculum standards are updated.	CTO, CAO, Selected Teachers	During summer new standards are approved.	Federal Funds to pay teachers for additional workdays.	\$0	Student achievement will improve based on state assessment and the achievement gap will decrease.
AI1	Teachers will plan collaboratively in PLC's to incorporate digital learning activities where appropriate. Teachers will then post these plans to Google Classroom for review by administration.	Teachers	Weekly	No additional funding necessary	\$0	Administration will review plans for inclusion of digital learning activities and then observe appropriate activities in use during classroom observations.
AA4	NWEA MAP assessment will be administered to all K-5 students to all teachers to provide differentiated instruction to students	Teachers	Fall, Winter, Spring	Gear Up Funded	\$2125.00	Administration will observe data utilization in teacher planning and classroom observation.
AA4	Purchase online digital resource APEX Online to allow individualized student instruction	CTO, CAO	July, yearly	General Fund	\$2,550.00	Utilization reports will indicate usage by students and the success rate of students.
AA4	Purchase digital devices for student learning that can be used 24/7	CTO	Ongoing	Gear Up Supplemental If approved	\$21,000	Students will be able to continue to receive and be engage 24/7 from anywhere even during Non Traditional Instruction days
AA4	Teachers will utilize available technology to collect immediate formative	CAO	Daily	No additional funds are necessary	\$0	Administrators will observed immediate changes in classroom instruction as a results of data

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	assessment and make instructional decisions based on that data. Google Forms & Sheets					collection
AI1	All students in grade 3-12 will utilize the G-suite and O365 systems to assist in collaborating and communicating to master learning standards. Funding stated in earlier item	CTO	Ongoing	None	\$0	Students will indicate on surveys that use of these tools has helped. Also, student achievement will increase as a result the use of additional learning styles.
AA4	Purchase online digital resource Plato Coursework Licences to allow student opportunity to recover a course lost through failure. Credit recovery options are targeted to students who are in danger of dropping out.	CTO, Gear UP Coordinator	July, yearly	Gear UP Funds	\$770.00	Utilization reports will indicate usage by students and the success rate of students.
AA4	Purchase online digital resource MobyMax Online to allow individualized student instruction for students K - 8.	CTO, Gear UP Coordinator	July, yearly	Gear UP Funds	\$2,495.00	Utilization reports will indicate usage by students and the success rate of students.
AA4	Purchase online digital resource Carnegie Algebra Online to allow individualized student instruction in HS Algebra, Geometry, and Algebra II Courses - Grades 8 - 11	CTO, Gear UP Coordinator	July, yearly	Gear UP Funds	\$1,050.00	Utilization reports will indicate usage by students and the success rate of students.
AA4	Purchase online digital resource Hawkes Learning Software for students who will be taking online classes	CTO, Gear UP Coordinator	July, yearly	Local Funds	\$2,500	Utilization reports will indicate usage by students and the success rate of students.

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	through Morehead online for Developmental and Intermediate Math					
AA4	Purchase online digital resource Cert assessment that will be administered to all 6-12 students to all teachers to provide differentiated instruction to students	CTO, Gear UP Coordinator	July, yearly	Gear UP Funds	\$1,500	Administration will observe data utilization in teacher planning and classroom observation.
AA4	Purchase online digital resource Xello (ILP) that will be administered to all 6-12 students to help them build the skills and knowledge to create plans that lead them the college and career success.	CTO, Gear UP Coordinator	Yearly	Gear UP Funds	\$3000.00	Administration will be able to run reports to see if students are on track to graduate, or in need of additional support. In addition, it will provide educators a snapshot at what a student's skills and interests are and help with course planning.
AA4	Purchase Renaissance Learning Modules: Accelerated Reader/Star Literacy/Star reading that will be used with different groups AR with all students and Star Literacy/Reading with K-2 to help collect data to make educational decisions that help promote individualized student learning	CTO, Media specialist	July, yearly	Local	\$4,900.00	Administration will observe data utilization in teacher planning and classroom observation.
AA4	Purchase Viewsonic Panels that teachers can use to interact with students and create digital content that	CTO, Gear Up Coordinator	Ongoing/As long as Gear Up funds devices.	Gear Up	\$9,000.00	Administrators will be able to view resources that have been created by teachers for students and provide effective feedback. Teachers will also receive training

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	can be uploaded and used to create NTI engaging lessons.					to use this effectively.
AA4	Reading Master will be used with students virtually through NTI days to build reading fluency and motivation. Teachers will be trained in how to use the tools both in person and online	CTO,PD Coordinator, Gear UP Coordinator	OnGoing	Gear UP	\$0.00	Administration will be able to review reports and data that teachers have collected during the process.
AA4	Purchase online digital resources from scholastic, study works, and digital magazines that provide additional content for students.	CTO,PD Coordinator, Gear UP Coordinator	OnGoing	Gear UP	\$2300	Data will be collected through the use of the program, student assessments and projects.
AA4	Purchase online tools for digital media creation: Screencastify and Edpuzzle	CTO,PD Coordinator, Gear UP Coordinator	OnGoing	Gear UP	\$2000	Data will be collected through videos created and watched by students.



Personalized Professional Learning

Future Ready Gear

KETS GUIDING PRINCIPLE – Digital learning expands the access to quality strategies and experiences for educators beyond the traditional methods of professional development. A culture of digital collaboration, workflow and relationships allows educators to build skill sets and instructional best practices with colleagues globally. This approach of increased access and flexibility for professional learning ultimately leads to greater success for students.

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

AA-1: Continue building a culture of digital collaboration and connected digital relationships that allow administrators to support and encourage the use of digital tools by staff for professional learning.

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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA1	Teachers will plan collaboratively in PLC's to	Teachers	Weekly	No additional funding	\$0	Administration will review plans for inclusion of digital learning

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	incorporate digital learning activities where appropriate. Teachers will then post these plans for review by the administration.			necessary		activities and then observe appropriate activities in use during classroom observations. In addition, with NTI teachers will submit resources to administrators to review and provide feedback
AA1	Provide training to teachers for all software and hardware packages in the district that will help them be more effective when it comes to digital learning	CTO	As needed	Local	\$0	Teachers will effectively utilize software and hardware to create digital resources of digital learning
AI1	Survey teachers on needed professional learning topics	CTO	August 31, Yearly	No additional funding necessary	\$0	Online survey results identify specific training topics needed for teachers.
AI1	Have local teachers create and provide technology training sessions based on survey data of needed technology training.	CTO, Selected Teachers	September 30, Yearly		\$0	Attendance rosters will show high attendance rates of teachers and administrator observation will see learned practices in use in classrooms.
AA1	Provide opportunities for tech staff to attend technology related conferences and trainings, such as: Google, KYSTE, ISTE, Dataseam, etc... (Trainings that are completed through Dataseam will include workstation opportunities for the district)	CTO, Select teachers	March, yearly	Title IV Part A -552e	\$10,000 (15% used hardware)	Administration will observe new ideas being shared among colleagues after conferences.



Use of Space & Time
Future Ready Gear

KETS GUIDING PRINCIPLE – The personalized learning environment for students requires reimagining the use of school space and time. Virtual instruction, cloud-based learning tools, digital instructional material, digital collaboration, digital workflows and digital relationships, etc., assist in providing the vehicle for anywhere, anytime learning.

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

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

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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI1	Teachers will utilize online	CTO, CAO,	Daily	No additional	\$0	Administration will observe

DISTRICT TECHNOLOGY PLAN

Jackson Independent School District

	communication, collaboration, and productivity platforms(O365, G-Suite) to communicate with, provide content to, and collect assignments/products from students. Costs already posted in earlier items.	Principals, Teachers		funding necessary		changes in classroom practices as many tasks move to an online environment. Student engagement level and time will increase.
AA1	Purchase the Edmentum Plato Suite/Apex of virtual courses to be used for credit recovery as well as possible student acceleration. - Repeat information but fits this topic as well - Costs already posted in earlier items.	CTO, High School Principals	July 1, yearly	Federal	\$0	Students are enrolled in courses and the graduation rate is increased.
AA1	Purchase online digital resource Hawkes Learning Software for students who will be taking online classes through Morehead online for Developmental and Intermediate Math. Costs already posted in earlier items.	CTO, Gear UP Coordinator	July, yearly	Local Funds	\$0	Utilization reports will indicate usage by students and the success rate of students.
AA1	Continue to provide online Dual Credit courses for students who will be taking online classes through Morehead, HCTC, ECU, and other Post Secondary Institutions.	CTO, Gear UP Coordinator	July, yearly	Local Funds	\$2000 estimated	Utilization reports will indicate usage by students and well as success rate of students.

