Kentucky Education Technology System
DISTRICT TECHNOLOGY 3 Year PLAN

DISTRICT NAME	Jackson Independent School District
LOCATION	Jackson, KY
PLAN YEAR(S)	2025-2026, 2026-2027, 2027-2028

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Planning Team

District Staff	
Superintendent - Wayne Sizemore	Finance Officer - Angie Turner
CIO/DTC - Charles J. Coots	DLC- Victoria Howard
DPP/DAC - Anjanette Davidson	Sec to Superintendent - Dixie Combs

Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Principal - Melissa Roark	High School Teacher - Jeffrey Coots
Gear UP Soar AI - Charles Matthew Coots	High School Teacher - Jessica Bowling
Gear UP Soar CCN - Regina Stamper	Middle School Teacher - Britni Tincher-Back
Sec to Principal - Teresa Robinson	Elementary Teacher - Valerie Pugh
Middle School Teacher - Cora Bowling	

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
JISD Board of Education	

Students [Recommended to include middle and/or high school students]	
Brodie Tincher - Senior/Dataseam Apprentice	

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.

What strategies from last year went well?

Based on the sources, several strategies from the previous year went well. These include:

- **Network & Security Enhancements**: The transition from AT&T to ENA improved connectivity, and upgrading phone systems from copper PRI to fiber was successful. Security was strengthened through Multi-Factor Authentication (MFA) for staff and finance systems. The upgrade from a coaxial to a network-based camera system increased coverage and resolution.
- **Cybersecurity & Authentication**: Partnerships with CISA and PhishID, along with the implementation of Identity Automation and MFA for Munis, Google, Infinite Campus, and Microsoft accounts, strengthened security. Phishing simulations with staff enhanced cybersecurity awareness. The CUES project developed a more secure login system. Staff successfully used MFA for both Google and Microsoft apps.
- **Digital Learning & Resources**: KETS Projects CUES and GoGuardian updates, along with DLC collaboration and instructional technology support, were successful. Teachers successfully used Edmentum to collect data and create programs to help build students' skills. The GoGuardian replacement of Lightspeed provided additional insights into student device usage.
- **District & Teacher Support**: Empowering educators through DLC collaboration, Dataseam Apprenticeships, targeted trainings, PLCs, and data-driven support went well. Teachers are using data and technology tools better to analyze students and build practices from them. Teachers received new Mac Desktops through staff training efforts.
- **Budgeting**: The CIO collaborated with multiple outside agencies to continue building networking skills, devices, and training opportunities for stakeholders, ensuring the sustainability of educational technology. The district acquired funding to replace aging Mac laptops for teachers and staff at the end of the 2024-2025 school year. The district also successfully acquired and implemented Viewsonic interactive panels in each classroom using Gear Up funds.
- **Data Collection**: Data collection was enhanced through collaboration with KDE and Project Tomorrow, gathering valuable insights from stakeholders.
- **Paper Printing Costs**: Paper printing costs were reduced again by using the networking copier and monitoring staff usage with Papercut.
- **Apprenticeship Program**: The apprenticeship program was a success, with a student apprentice completing over 600 hours and the program.
- **Infinite Campus Transition**: Staff moved to the new Infinite Campus look ahead of the state, and trainings helped with the deployment, which staff appreciated.
- **Transition to ENA**: The transition to ENA was successful, and the tools and support provided have been helpful.
- **1:1 Device Program**: The district provided students K-12 with devices for their 1:1 program.
- **NTI Program**: The Non-Traditional Instruction (NTI) Program was successful due to detailed information provided to staff, data collection methods, and strong communications.
- **New Camera System**: The new camera system placed in the school is being used to monitor student safety and is a significant improvement over the old system.
- **Implementation of GoGuardian and RapidIdentity**: Implementing new systems like GoGuardian and RapidIdentity is expected to streamline classroom management and enhance cybersecurity.

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

- **Phone System** – While the phone system replacement has not been purchased yet, budgeting is underway. The system is a priority for replacement, but security cameras were prioritized to enhance safety.
- **STLP Program** – The STLP program was initiated and is still in progress as efforts continue to fully establish and grow the program.
- **Digital Standards Implementation** – Working to implement digital standards for all students, with ongoing efforts to ensure K-12 students receive training. While the project faced some initial challenges in implementation, collaboration with DLC continues to ensure teachers are knowledgeable and students are receiving the necessary training.

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

- **Cert Assessment** – The Cert assessment was planned for administration to all students in grades 6 through 12, designed to support differentiated instruction and address diverse learning styles. However, due to funding cuts by the vendor, this initiative will not be implemented next year. Instead, we will be using Exact Path, funded by the district, to help collect data and support student needs.
- **Edgenuity (Imagination Learning) platform** -The district will not use the Edgenuity (Imagination Learning) platform in the upcoming plan due to funding constraints. The platform was initially intended to deliver customized instruction and facilitate credit recovery initiatives for students in grades 9 to 12, addressing individual learning needs and providing flexible pathways to academic success.

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

Based on the evaluation of the previous year's strategies, several needs have emerged for the upcoming school year:

- **Completion of the Phone System Replacement:** As the phone system replacement was budgeted but not purchased in the previous year, it remains a priority and a significant need for the 2025-2026 school year. The plan includes moving landline phones (elevator/fire system) to Wi-Fi and replacing the entire phone system.
- **Further Development of the STLP Program:** While initiated, the STLP program requires continued effort to fully establish and grow, indicating an ongoing need for resources and support.
- **Continued Implementation of Digital Standards:** The challenges faced in the initial implementation of digital standards highlight a persistent need to ensure that all K-12 students receive the necessary training.
- **Addressing Needs Previously Met by Cancelled Programs:** The cancellation of the Cert assessment due to vendor funding cuts necessitates the effective utilization of Exact Path to collect data and support student needs. Similarly, the non-use of the Edgenuity platform due to funding constraints requires alternative strategies for customized instruction and credit recovery for grades 9-12.
- **Securing Alternative Technology Funding:** With the Gear Up Soar program ending, there is a crucial need to find alternative sources to fund technology initiatives. Exploring funding options for services potentially not supported by KDE in the future (Infinite Campus OLR, Active Directory, Digital Literacy Coach/STLP Coordinator) is also an important emerging financial need.
- **Server Maintenance:** The Papercut server will need to be moved to a new machine in the 2025-2026 school year.

- **Balanced Technology Integration:** Student feedback suggests a need to focus on balanced technology integration, considering potential issues like eye strain and distractions.
- **Varied Approaches to Technology Training:** Recognizing the diverse preferences of students for learning new technology, there is a need to implement varied training approaches for new tools and applications.
- **Addressing Student Communication Preferences:** Given the mixed feelings of students regarding technology for communication outside of school hours, strategies should consider student preferences and address challenges like delayed responses or discomfort.
- **Strategies for Appropriate Technology Use:** Parent concerns about technology overuse and advocacy for balanced integration highlight the need for clear communication and strategies around appropriate technology use in education.
- **Technical Assistance and Training for Parents:** Parents have expressed a need for technical assistance and training to effectively navigate online educational platforms and tools.
- **Professional Development on New Programs and Standards:** With the implementation of new Math and Science programs, as well as the emphasis on KAS Technology Standards and AI integration, targeted professional development for teachers is a significant emerging need. Training teachers on Xello for career pathway guidance is also crucial.

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 goals for this plan?

Based on the "Upcoming Year's Strategies Preview," the planning team decided on the goals for the technology plan through a multifaceted approach. The key methods used were:

- **Data Analysis**: The team **analyzed state, local, and district-wide assessment data** to understand academic performance and identify areas needing improvement. This aligns with the previous year's focus on data collection and using data to inform decisions.
- **Surveys**: They **collected qualitative and quantitative feedback from stakeholders** to pinpoint challenges, preferences, and areas for growth. This builds upon the previous year's use of surveys like Project Tomorrow and Speak Up to gather stakeholder voices.
- **Technology Usage**: The team **assessed technology usage patterns through detailed reports** to evaluate the effectiveness and integration of digital tools across classrooms. This relates to the previous year's implementation of GoGuardian, which provided insights into student device usage.
- **Budget Consideration**: Technology and educational strategies were **aligned with district budget priorities**, ensuring cost-effective solutions. This is particularly important given the need to find alternative funding as Gear Up Soar ends, a need that emerged from the evaluation of the previous year.
- **CDIP and CSIP Alignment**: The team ensured **continued alignment with the District Comprehensive Improvement Plan (CDIP) and School Improvement Plans (CSIP)** to ensure progress towards both academic and technological goals. This indicates a strategic approach to integrating technology within broader school improvement efforts.
- **PLC Insights**: **Professional Learning Communities (PLCs) were leveraged** to share best practices, strengthen collaboration, and enhance professional development across the district. PLCs were also noted as a successful strategy in the previous year for empowering educators.
- **Board Guidance**: Feedback from **board meetings was incorporated** to align district initiatives with broader strategic priorities and goals.
- **State Technology Objectives**: The team **ensured compliance with evolving state-level technology mandates, cybersecurity standards, and educational technology requirements**. This is relevant to the KETS Master Plan, which outlines state-level guidance.
- **Inventory Assessment**: **Comprehensive assessments of existing technology resources were conducted** to identify gaps, prioritize future investments, and streamline resource allocation. This likely informs purchasing decisions like those listed in "Items purchased for the 2024-2025 School Year".
- **Program Evaluation**: Data on the **usage and effectiveness of educational programs was reviewed**, optimizing tools and platforms to maximize student success and teacher support. This relates to the previous year's evaluation of programs like Edgenuity.

The planning team integrated insights from these various sources to develop a comprehensive plan that addressed educational needs while utilizing resources efficiently.

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.

- *Based on the "Upcoming Year's Strategies Preview," several major activities are slated for implementation in the upcoming school year, which will impact curriculum and instruction integration, student technology literacy, professional development, and technology infrastructure.*
- *Regarding **curriculum and instruction integration**, the **continued implementation of the Math Curriculum** will involve teachers mastering existing and new digital tools provided by the program, with data from Exact Path being used to guide student learning. Similarly, the **acquisition of a new Science Program** will focus on teachers mastering the tools provided by that program. The **transition of Xello Career Pathway Guidance** to teachers in grades 6-12 will integrate technology into career exploration and pathway planning. Furthermore, **DLC Collaboration for Technology Integration** will directly support the seamless incorporation of technology into classroom instruction. **PLC Participation for Data-Driven Decisions** will encourage the use of data, potentially collected through technology, to inform instructional practices. The **development of STEAM and Computer Science Pathways** will inherently integrate technology into these specific areas of the curriculum.*
- *In terms of advancing **student technology literacy**, the **integration of digital tools within the Math and Science curricula** will provide students with hands-on experience using technology for learning. The **use of Xello** will expose students to digital tools for career exploration and planning. **Providing district-wide opportunities for involvement in the Student Technology Leadership Program (STLP)** will directly foster student technology skills and leadership. Furthermore, the **professional development training on KAS Technology Standards** for teachers will ultimately lead to a greater emphasis on developing students' technology skills in the classroom.*
- ***Professional development** will be significantly advanced through **targeted training on KAS Technology Standards and effective AI integration in classrooms**. The ongoing **collaboration with District Learning Coordinators (DLCs)** will provide continuous professional support for technology integration. Engaging in **Professional Learning Communities (PLCs) to utilize data effectively** will also serve as a form of professional development, enhancing educators' ability to use technology-related data for informed decision-making. The need for professional development on new software and tools was also a need that emerged from the evaluation of the previous year.*
- *While the "Upcoming Year's Strategies Preview" doesn't explicitly detail major changes to **technology infrastructure**, several activities imply its ongoing maintenance and potential upgrades. The continued use of digital programs like those in the Math and Science curricula, as well as Xello, necessitates a functioning infrastructure. The identified need to move the Papercut server to a new machine suggests ongoing maintenance. Additionally, the previous year's strategies included infrastructure upgrades, such as the phone system and camera system, indicating that infrastructure remains a consideration. The plan to explore replacing fiber between school and district and planning for replacing all internal cabling in the school, mentioned in the "Jackson City School Technology Goals & Action Plan for the 2025–2026 School Year", also indicates upcoming activities related to technology infrastructure, although not explicitly detailed in the "Upcoming Year's Strategies Preview". Finally, seeking additional support opportunities could potentially lead to resources that enhance the technology infrastructure.*

Student Voice

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

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

Yes, the district currently has several methods to collect student responses about the digital learning environment. According to the "STUDENT VOICE" section, these methods include:

- ***Project Tomorrow***
- ***Speak Up survey results***
- ***District-created surveys***
- ***Local forms***

The data gathered from these surveys is shared with stakeholders through various channels, such as Board Meetings, email communications, PLC sessions, staff meetings, and through local Digital TVs in schools.

*The "Technology Plan 24/25 Data Collection" also includes results from a **Student Survey**, indicating another method used to gather student feedback. The "Upcoming Year's Strategies Preview" further mentions that the planning team collected **qualitative and quantitative feedback from stakeholders through surveys** to pinpoint challenges, preferences, and areas for growth.*

Data points from Project Tomorrow and Speak Up surveys have been specifically useful in developing strategies. For example, these surveys revealed that students primarily use school-issued devices due to a lack of personal devices beyond phones, leading to a prioritization of the device distribution program. The data also highlighted growing student interest in AI, informing the decision to focus on AI-related training. Furthermore, feedback emphasized the need for ongoing training and support for essential learning tools like Microsoft Teams and Google Classroom.

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

Yes, the district has used specific data points from student feedback to develop strategies for the new plan and inform strategy adjustments. According to the "STUDENT VOICE" section:

- Data from **Project Tomorrow and Speak Up surveys** revealed that while students have reliable internet access, they **primarily use school-issued devices as they do not have personal devices beyond their phones**. This insight was useful in developing strategies by leading the district to **prioritize continued support for their device distribution program and the maintenance of accessible technology for all students**.
- The same data highlighted a **growing student interest in AI (Artificial Intelligence)**, both as a learning tool and as a topic for exploration. This data point informed the decision to **focus on AI-related training for both students and staff**. The plan includes providing targeted professional development for educators to integrate AI effectively and offering students opportunities to learn about AI's potential applications.
- Finally, the data emphasized the **need for ongoing training and support for essential learning tools such as Microsoft Teams and Google Classroom**. Based on this feedback, the district will **continue to offer training sessions and provide support resources** to help both students and staff maximize the use of these platforms for enhanced collaboration and learning experiences.

These examples from the "STUDENT VOICE" section demonstrate how specific data points collected from students directly influenced the development and adjustment of strategies within the technology plan. The "Upcoming Year's Strategies Preview" also mentions that the planning team collected **qualitative and quantitative feedback from stakeholders through surveys** to pinpoint challenges, preferences, and areas for growth, further underscoring the importance of student voice in the planning process.

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-2	Participate in sessions with key partners—including Dataseam, Extreme, KDE OET, regional co-ops, and ERATC—to align technology goals and uncover collaborative opportunities for the 2025-2026 school year. These engagements will focus on utilizing external expertise and resources to support and strengthen district initiatives.	CIO/DTC/Superintendent/DLC	Yearly	KETS/Local	$6000	Maintain documented agendas and meeting minutes from at least one collaborative planning session with each key partner during the 2025-2026 school year.
AA-2	Proactively seek grant opportunities with these partners, focusing on securing funding for major technology projects and exploring alternative funding sources as Gear Up Soar concludes.	Principal/DLC/CIO/Teachers/Superintendent	Yearly	No additional funding necessary	$0	The number of grant proposals submitted with identified partners, focusing on securing funding for major technology projects and exploring alternative funding sources as Gear Up Soar concludes. The amount of funding secured and the alignment of the projects with district goals will also be trac87iu9ked.
AA-2	Work with partners such as KDE, ERATC, KAST, OET, Dataseam, Extreme, IC, CUES, GoGuardian, and ENA to seek professional development (PD) sessions, leveraging best practices and the expertise of these organizations.	CIO/JCS Admins/Teachers/Superintendent/Principal	Monthly	Local	$4000	The number of PD sessions attended, with documented improvements in skill development and the application of learned practices to support technology initiatives at Jackson City School. Feedback from participants will also be collected to assess the relevance and quality of the sessions.

GO-1	Utilize Project Tomorrow surveys, Speak Up survey results, district-created surveys, and local forms to gather stakeholder feedback on technology needs and the digital learning environment. Analyze both state and local data, including survey results, to guide decisions on student success and address technology needs.	CIO/Superintendent/DLC	Yearly	No additional funding necessary	$0	The metric will focus on the consistent administration of stakeholder surveys (e.g., Project Tomorrow) and the collection of a comparable or increased number of responses compared to previous years. Success will be measured by tracking response rates, ensuring data is analyzed to identify trends, and using the findings to inform decisions about technology needs and the digital learning environment.
GO-1	Enhance the dissemination of survey findings by sharing them through multiple channels, including Board meetings, email communications, PLC sessions, staff meetings, and digital displays, to ensure transparency and keep stakeholders informed.	CIO/Superintendent/DLC/Principal/BOE/Staff/SBDM	Monthly	No additional funding necessary	$0	The metric will focus on the impact of survey findings on student achievement, measured by tracking improvements in student performance data, such as test scores or grade averages, in areas identified through stakeholder feedback. Success will be assessed by comparing achievement data before and after the dissemination of survey insights.
AA-1	Implement focus groups during the 2025-2026 school year, targeting specific stakeholder groups (e.g., students interested in STLP, parents with identified technology support needs, teachers piloting new software). The design will be similar to the CIO Summit, where groups of individuals discuss topics at a table of participants over a range of subjects, focusing on	CIO/DTC/DLC/SBDM	Once or twice a year	No additional funding necessary	$0	The metric will be the number of focus groups conducted, with success measured by tracking participation rates, the range of topics discussed, and actionable feedback gathered. Additionally, progress will be assessed by evaluating the implementation of recommendations and improvements in student success based on the identified issues or

	how technology implementations at JCS are supporting improved student success or addressing areas that need attention.					areas needing attention.
AA-3	Establish a formal process for PLCs to propose, evaluate, and pilot new technologies aligned with their instructional goals. Share insights on effective technology integration with PLCs based on discussions from ERATC meetings and CIO webinars.	CIO/DTC/DLC/Principa	Monthly	No additional funding necessary	$0	Success will be measured by the number of technologies proposed, evaluated, and piloted by PLCs, with tracking of the pilot projects launched and feedback gathered from participants. The impact on instructional goals will be assessed through improvements in teaching effectiveness, student engagement, and performance outcomes.
AA-3	Develop a system (e.g., a shared online space or regular presentations) for PLCs to share successful technology integration strategies and lessons learned with other educators in the district.	CIO/DTC/DLC	Yearly	No additional funding necessary	$0	Success will be tracked by the number of strategies shared, the frequency of presentations, and feedback from educators on the applicability and effectiveness of the shared strategies in their classrooms.
GO-1	Schedule and conduct joint meetings twice a year between the technology department and key staff users of Munis and Infinite Campus to discuss software utilization, address challenges, and gather feedback for improvement. Training attended by technology staff on these systems will inform these discussions.	CIO/DTC/CFO/SUPERINTENDENT/Principal/SIS admins	Yearly	No additional funding necessary	$0	Success will be measured by the number of joint meetings held, with a focus on tracking the issues discussed, feedback gathered, and any improvements made to software utilization. Additionally, the implementation of changes or solutions based on meeting outcomes will be assessed, along with feedback on the effectiveness of these improvements from staff users of Munis and Infinite

						Campus.
AA-2	Form a collaborative team of teachers, students, and potentially community members by the start of the 2025-2026 school year to develop a strategic plan for the growth of the STLP program. Consider insights from other successful STLP programs. The need for this plan is emphasized by the STLP program being in the "still in progress" phase.	DLC/STLP/Staff /Principal	Yearly	No additional funding necessary	$0	Success will be measured by the formation of the team, the completion of the strategic plan by a set deadline, and the incorporation of feedback and best practices from other successful STLP programs. Progress will be tracked through the implementation of the plan, with regular check-ins on the growth and development of the STLP program.
AA-3	Develop and share resources or training opportunities for parents on topics identified in the parent survey, such as navigating online learning platforms (e.g., Google Classroom) and understanding parental controls.	CIO/DTC/DLC/S taff	Yearly	No additional funding necessary	$0	Success will be measured by the number of resources or training sessions developed and shared, along with parent participation rates and feedback on the usefulness and applicability of the content. Additionally, follow-up surveys will track improvements in parents' confidence and knowledge regarding the identified topics.

Robust Infrastructure & Ecosystem
*Future Ready Gear*

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

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

AA-1	Continue to provide nation's first, fastest, highest quality, and most reliable and secure internet access to 100% of Kentucky's public schools
AA-2	Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments
AA-3	Continue to provide digital equity and foster a culture of digital connectedness for students and staff by ensuring access to a 1:1 device assignment, prioritizing mobile devices over traditional computer labs, and providing consistent Wi-Fi coverage throughout schools. This approach emphasizes always-on, everywhere seamless digital opportunity and access, and includes an emphasis on empowering schools/districts to have a full understanding of digital access beyond the campus
AA-4	Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services
AA-5	Continue to implement efficient and effective interoperability strategies with statewide, districts, and schools EdTech systems and platforms (including integrations and seamless data exchange). Interoperability strategies aim to enhance user experiences and drive administrative efficiencies with education technologies.
GO-1	Improve responsive EdTech support systems by securing leadership positions designed to make decisions to improve teaching and learning through technology integration. This role outlines the district's vision for education technology, implements digital learning strategies, and ensures that technology resources align with students' learning needs. Responsibilities and expectations are primarily focused on understanding the educational needs and challenges of the district with a "seat at the table." Responsibilities would likely include influencing district-level budget conversations, leading planning efforts, research, procuring state and federal program funding, and establishing overall direction and vision of using technology for school efficiencies and instruction/learning.
GO-2	Improve formal cycles for review, refresh, and replacement - ensure upgrades, additions, and when called for, sunsetting/eliminations in a timely, environmentally responsible and proactive manner of devices, infrastructure, and digital tools and resources. Where possible, teams make concerted efforts to automate systems to drive effectiveness and efficiency. (This is also connected to budget gear)

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Utilize E-rate funding to purchase or upgrade networking equipment to maintain and improve connectivity across the district.	CIO/DTC/CFO/Superintendent	Every 4 to 5 years, 27-28 or 28-29 school year	Local/KETS/Erate	$110,000	Success will be measured by tracking the amount of E-rate funding allocated and spent on networking equipment, as well as the number of upgrades or purchases completed. Additionally, improvements in network performance, such as increased speed, reduced downtime, and better overall connectivity, will be measured through system monitoring and user feedback
GO-2	Move forward with the replacement of the phone system, as budgeting is in progress and it remains a priority. This will build on last year's upgrade from copper PRI to fiber.	CIO/DTC/CFO/Superintendent	June 2026 or June 2027	Local, Note: Move away from on-prem to cloud management. This would replace hardware costs for district and service fees.	$16,000 yearly	Success will be measured by the completion of the phone system replacement within the budget and timeline, with progress tracked through milestones such as procurement, installation, and full system implementation. The impact will be assessed by improvements in call quality, system reliability, and user satisfaction, as well as feedback from staff on the effectiveness of the new system.
GO-2	Finalize and complete the upgrades to the camera system to enhance safety and security	CIO/DTC/Superintendent/CFO/Principal	June 2026	Local	$3000	Success will be measured by the completion of all camera system upgrades within the established timeline and budget. Effectiveness will be evaluated by the number of cameras installed or upgraded, system functionality, and feedback from staff on the system's impact on safety and security. Additionally, a decrease in security-related

						incidents may indicate the success of the upgrades.
GO-2	Develop a detailed plan for purchasing replacement student devices, considering the varying needs across grade levels. This plan will address the ongoing device program and the potential for re-evaluation.	CIO/DTC/DLC/Superintendent/CFO	Yearly	No additional funding necessary	$21,000	Success will be measured by the completion of the plan by the set deadline, including clear specifications for device requirements at each grade level. Progress will be tracked through the procurement process, and the plan's effectiveness will be assessed by student and staff satisfaction with the new devices and their impact on learning.
GO-2	Replace staff desktop or laptop devices as existing MacBooks approach end-of-life, prioritizing updates when devices exceed performance limits or security support, and once appropriate funding has been secured.	CIO/DTC/DLC	August 2025	Gear UP Supplemental	$30,000	100% of certified staff and administrative users will receive a new or refreshed desktop/laptop device within 6 months of their current device reaching end-of-life or Auto Update Expiration (AUE), contingent on available funding.
AA-2	Explore options for upgrading or replacing the existing fiber connection between the school and district hub to further improve reliability and bandwidth. The successful transition to ENA provides a stable foundation for these next-phase infrastructure enhancements.	CIO/DTC/CFo/Superintendent	June 2027 or 2028	Local/KETS	$10,000 to $20,000 estimate will need to get better quote	By the end of the 2025–2026 school year, complete a feasibility study and cost analysis for fiber replacement, with a target to secure funding and initiate the upgrade by July 2027.
AA-2	Develop a comprehensive plan to replace all internal network cabling within the school, ensuring alignment with current bandwidth	CIO/DTC/DLC	2027-2028 School year	Erate/Local/KETS	$110,000, will have to use funding provided by Erate for	By December 2026, complete a full building audit and phased replacement plan for internal cabling, with at least 50% of outdated cabling replaced by the

	demands and future technology growth, including Wi-Fi 6/7 readiness, device density, and instructional technology usage.				students during that year, to gage cost adjustments.	end of the 2027–2028 school year.
AA-5	Transition critical landline systems—such as elevator communication and fire alarms—to Cellular-enabled or IP-based solutions to modernize infrastructure, reduce dependency on outdated copper lines, and improve system reliability and integration.	CIO/DTC/CFO/Superintendent/Buildings and Grounds	June 2026	Local	$1000	By June 2026, identify all landline-dependent systems and complete the transition of at least 90% of eligible systems to Wi-Fi or IP-based alternatives, ensuring compliance with safety and regulatory standards.
GO-1	Collaborate with the Finance Officer and Superintendent to identify and secure funding for major infrastructure projects, including phone system replacement, fiber upgrades, and internal cabling replacement, leveraging all available resources such as E-rate, KETS, grants, and local funding.	CIO/DTC/CFO/Superintendent	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 fiscal year, develop a prioritized funding roadmap and secure commitments or applications for at least 75% of the projected costs associated with the identified infrastructure projects.
GO-1	Explore and evaluate alternative funding sources and service options for systems KDE may discontinue support for, such as Active Directory, which is currently set to expire at the end of 2026 and IC's OLR, set for June 2025. This includes	CIO/DTC/CFO/Superintendent	2025-2026 School year	Local	$10,000	By June 2026, identify at least two viable funding or service alternatives for Active Directory and develop a transition plan to ensure uninterrupted functionality beyond KDE's support timeline.

	identifying vendors, calculating long-term costs, and planning for a seamless transition if needed.					
AA-5	Develop and implement tools, procedures, and infrastructure upgrades to improve staff efficiency, building on the successful rollout of Multi-Factor Authentication (MFA) and the CUES project. Focus areas include system performance, secure access, and reducing technology-related disruptions in daily workflows.	CIO/DTC/CFO/Principal/Staff/Superintendent	2025-2026 School year	No additional funding necessary	$0	By the end of the 2025–2026 school year, implement at least three new tools or procedures that improve system performance or user efficiency, with a target of reducing staff-reported tech issues by 25% compared to the previous school year.

Data Security, Safety, Privacy & Use
Future Ready Gear

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

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

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Continue to monitor and strengthen district technology security by utilizing DMARC reports, CISA weekly reports, phishing simulations, PhishID, and Entra ID email policies. Build on the previous year's progress to further reduce vulnerabilities and enhance threat detection and prevention.	CIO/DTC	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, reduce security incidents by 20% through ongoing monitoring and the implementation of security enhancements, as measured by phishing simulation results, reduced phishing attempts, and improved DMARC compliance rates.
AA-1	Build on the successful implementation of the CUES RapidIdentity program from the previous year by continuing to roll out MFA for all staff and students, ensuring a secure and efficient login process for district resources.	CIO/DTC	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, achieve 100% MFA enrollment for all staff and students, with at least 95% of users consistently using MFA for login to district systems.
AA-2	Review and revise all technology and security-related policies to ensure they are aligned with current best practices, legal requirements, and emerging issues, such as AI ethics and cellphone usage. This will involve collaboration with legal experts, technology staff, and educational	CIO/DTC/DLC/Superintendent/BOE/SBDM	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, complete a full review and revision of all technology and security policies, ensuring they reflect best practices and emerging issues. Achieve 100% compliance with legal requirements and address at least three emerging issues (e.g., AI ethics, cell phone usage) within the policies.

	leaders to address potential gaps and future needs.					
GO-1	Revisit and revise the district's student cell phone policy to ensure compliance with new state laws, using state guidance, information from KDE, KSBA, and the state department. Collaborate with the School-Based Decision Making (SBDM) council and the Board of Education to finalize the updated policy.	CIO/DTC/DLC/Superintendent/SBDM/BOE	July 2025	No additional funding necessary	$0	By the beginning of the 2025–2026 school year, update the student cell phone policy to reflect compliance with new state laws, with the revised policy approved by the Board of Education.
GO-1	Provide training for staff and students on AI ethics and effective use, addressing the growing interest in AI as identified through surveys. The training will focus on understanding ethical considerations, responsible AI usage, and how AI can be integrated into learning while maintaining academic integrity.	CIO/DTC/DLC/Principal	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, train 100% of staff and at least 80% of students on AI ethics and effective usage, as measured by participation rates and post-training assessments showing a 75% or higher understanding of key concepts.
AA-2	Provide training for staff and students on digital citizenship practices, focusing on safe, responsible, and ethical use of technology. The training will cover topics such as online safety, privacy, respectful communication,	CIO/DTC/DLC/Principal	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, train 100% of staff and at least 90% of students on digital citizenship practices, with post-training surveys showing an 80% or higher understanding of key concepts.

	and responsible behavior in the digital world.					
GO-1	Conduct yearly training for board members on cybersecurity and technology awareness, focusing on current threats, best practices for securing district data, and emerging technology trends. This training will empower board members to make informed decisions on tech-related issues affecting the district.	CIO/DTC	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, conduct at least one cybersecurity and tech awareness training session for board members, with 100% participation and a post-training assessment showing at least 80% of board members demonstrate an improved understanding of cybersecurity and technology issues.
AA-1	Collaborate with Munis and IC personnel to optimize the use of these software systems, ensuring they are used effectively across the district. Additionally, develop and implement policies related to data security and privacy within these systems, in line with best practices and legal requirements.	CIO/DTC/CFO	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, establish and implement clear data security and privacy policies for Munis and IC, with 100% of staff trained on the new policies and a 90% compliance rate as measured by periodic audits.
AA-2	Review and update E-Rate procedures to ensure full compliance with data security requirements for all services funded through E-Rate. This includes assessing current processes, identifying potential gaps, and making necessary adjustments to align with	CIO/DTC	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, complete a comprehensive review of E-Rate procedures, ensuring 100% compliance with data security requirements, and implement any necessary changes, with audits showing full adherence to E-Rate guidelines.

	regulatory and security standards.					

Budget & Resources
Future Ready Gear

KETS GUIDING PRINCIPLE – The Master Plan, as well as district and school technology plans, are aligned to the vision for digital teaching and learning for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the modernized and personalized learning experiences (and environment) in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human capital services. (i.e. The People Side of EdTech)

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

AA-1	Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services
AA-2	Continue use of long-term planning strategies that allow for continuity of initiatives and systems *(ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades)*
AA-3	Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts *(e.g. Internet consumption)* while maximizing education technology programs and initiatives *(Technology Need, E-rate)*
GO-1	Educate districts on the ongoing cost of position/roles requiring technology-related duties in support of technology and instruction as well as modern drivers that require differentiated and strategic staffing models *(The People side of K-12 EdTech*
GO-2	Educate districts on how to reduce expenditures on printing/print services *(both in consolidated contract pricing as well as shifting from paper to digital experiences)*
GO-3	Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments

GO-4 See an increased percentage of districts examining which education technology investments are or are not being maximized (through adoption, frequency of use, and impact)

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-3	Continue to leverage E-rate funding to purchase, upgrade, and maintain networking infrastructure, ensuring reliable and scalable connectivity for all district technology needs.	CIO/DTC/CFO	Yearly, Upgrading the current network should occur in the 27-28 or 28/29 school year.	Erate and Local	$110,000	Secure E-rate funding to cover a major percentage of the costs for network infrastructure upgrades, with the goal of completing two major networking projects (e.g., Network upgrades, Wi-Fi enhancements) by the end of the 27–28 or 28-29 school year.
AA-2	Utilize acquired funding to replace Mac laptops nearing end-of-life for teachers and staff by the end of the 2024–2025 school year, ensuring devices meet current performance and security standards.	CIO/DTC/DLC	July or August 2025	Gear UP Soar Supplemental	$30,000	By the end of the 2024–2025 school year, replace 100% of Mac laptops for teachers and staff that are approaching end-of-life, with new devices provided to all eligible staff members.
AA-3	Identify and pursue alternative funding sources to support ongoing technology projects and initiatives following the conclusion of Gear Up Soar in October 2025. This includes exploring federal grants, private partnerships, and state funding opportunities.	CIO/DTC/DLC/Superintendent/CFO	Yearly	No additional funding necessary	$0	By July 2026, secure at least one new funding source (grant, partnership, or other) to sustain technology initiatives for the 2026–2027 school year, covering at least 50% of projected technology costs.
AA-3	Collaborate with the Finance Officer and Superintendent to identify and secure funding for major technology	CIO/DTC/CFO/Superintendent	Yearly	Local	$25,000	By the end of the 2025–2026 fiscal year, secure at least 80% of the required funding for phone system replacement, fiber upgrades, and

	infrastructure projects, including phone system replacement, fiber upgrades, and internal cabling replacement, leveraging all available resources such as grants, state funding, and other financial partnerships.					cabling replacement, with a detailed plan for phased implementation.
AA-1	Explore alternative funding and service options for key systems that may no longer be supported by KDE after 2026, including Infinite Campus Online Registration (OLR) and Active Directory. This includes researching third-party providers, grant opportunities, and other funding mechanisms to ensure a smooth transition and uninterrupted service.	CIO/DTC/DLC/CFO/Superintendent	Yearly	Local or other - Costs can vary based on project, but an estimated $13,000 is a good starting number.	$13,000	By December 2025, identify at least two viable alternatives for Infinite Campus OLR and Active Directory, and secure funding or service commitments for one of these alternatives before KDE's support expires at the end of 2026. If funding cannot be acquired, the district will explore other options, including canceling services or seeking new vendors.
AA-2	Collaborate with the School-Based Decision Making (SBDM) council to set a policy regarding parent responsibility for the cost of student devices. This policy will help define expectations for families and influence budget planning for future device procurement and replacements.	CIO/DTC/DLC/Principal/SBDM	Yearly	No additional funding	$0	By the end of the 2025–2026 school year, develop and approve a parent device cost responsibility policy with SBDM, ensuring that 100% of families are informed of their responsibilities prior to the start of the 2026–2027 school year.
AA-2	Develop a more cost-efficient plan for purchasing Chromebooks	CIO/DTC	Yearly - starting at the end of the 2025-2026 school	Kets/Local	$21,000	Track and monitor the following to ensure cost reduction and sustainability: reduce the cost per

	and managing device usage to support grades K–5 and replace devices for 6th and 9th-grade students starting at the end of the 2025–2026 school year. The plan involves purchasing 30 new Chromebooks per grade level for 6th and 9th grades each year at a cost of $350 per device, with 8th and 12th-grade students returning their devices for redistribution to K-5 students. By using the returned devices, we will reduce the need for new Chromebooks in K-5, extending the lifespan of the devices and reducing overall purchasing costs. Additionally, the plan aims to work with the SBDM Council to create a clear policy around student responsibilities for device care and usage, ensuring minimal repairs and damage costs. The strategy will focus on reducing reliance on outsourced funding by identifying internal funding sources and exploring long-term savings opportunities, such as bulk purchasing or leveraging educational discounts. This approach will minimize district costs while ensuring		year.			new device by 15% through bulk purchasing or educational discounts, and secure at least 50% of the required funding internally for device procurement by the 2026-2027 school year. Collaborate with the SBDM Council to implement a policy that reduces repair costs and encourages student responsibility for device care and maintenance

	that all students have access to necessary technology					
GO-2	Continue monitoring staff usage of network copiers through Papercut to track and analyze printing habits, with the goal of identifying areas for improvement and further reducing paper printing costs. Implement strategies based on usage data to encourage more efficient printing practices. Cost for service and papercuts.	CIO/DTC/Superintendent/CFO	Yearly	Local	$13,000	By the end of the 2025–2026 school year, reduce paper printing costs by at least 15% through the use of Papercut data to monitor and manage copier usage, implementing at least two new strategies to promote efficient printing
GO-2	Move the Papercut server to a new machine during the 2025–2026 school year to enhance performance, improve resource monitoring, and ensure the system remains operational and efficient in managing printing resources.	CIO/DTC	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, successfully migrate the Papercut server to a new machine, ensuring no loss of functionality and achieving a 10% improvement in system efficiency, as measured by reduced downtime and faster processing times.
AA-1	Ensure the continued functionality and support of the Tyler Munis finance program by conducting annual system maintenance, updates, and staff training. This will maintain the program's efficiency as the district's primary tool for financial management and as the main hub for staff	CIO/DTC/CFO/Superintendent	Yearly - Quarterly payments of around $1500	No additional funding necessary	$7000	By the end of each fiscal year, complete all necessary system maintenance and updates for Tyler Munis, and ensure that 100% of relevant staff receive annual training on its use, with a focus on integration with the CUES project.

	creations related to the CUES project.					
AA-1	The Chief Information Officer (CIO) and District Technology Coordinator (DTC) will lead ongoing efforts to ensure the effective staffing, maintenance, and support of all voice, video, and data services, equipment, and software. This strategy will focus on educating personnel about the critical importance of these services and the associated costs to maintain seamless technology integration in the district's educational environment. The CIO/DTC will prioritize system upgrades, troubleshooting, security measures, and provide continuous training for staff and students. Additionally, the CIO/DTC will work with administration to align resources, streamline technology adoption, and foster a culture of digital literacy and responsible technology use across all grade levels. This comprehensive approach will ensure the long-term sustainability of technology infrastructure and its role in enhancing educational	CIO/DTC/CFO/ Superintendent	July 1, yearly	Local/KETS - will vary based on years of experience	$80,000.00	- Knowledge Assessment: Conduct pre- and post-training quizzes to gauge personnel's understanding of the necessity and associated costs of technology integration. - Budget Adherence: Monitor budget expenditures to ensure alignment with allocated funds for staffing, maintenance, and support of technology services. - Efficiency Metrics: Measure response times, downtime, and resolution rates for maintenance and support requests to evaluate the efficiency of technology integration efforts.

	outcomes.					
AA-1	The Dataseam IT Apprenticeship Program will provide skilled personnel to ensure the smooth operation of all voice, video, and data services, equipment, and software across the district. This program will offer regular maintenance, ongoing support, and troubleshooting to optimize system performance. Apprentices will also receive continuous training to stay current with emerging technologies, while contributing to the district's technological infrastructure. This strategy ensures that technology integration supports and enhances the learning environment for students.	CIO Mentor Superintendent	Yearly	Local	$2,500.00	• Key Performance Indicators (KPIs): Use specific metrics aligned with item objectives. • Quantitative Metrics: Assess data-driven results like sales or savings. • Customer Satisfaction: Gather feedback to gauge item effectiveness and user experience.
GO-1	Collaborate with the Superintendent and Finance Officer to secure sustained funding and support for the Digital Learning Coach/STLP Coach position. This includes evaluating budget allocations, identifying potential funding sources, and creating a long-term financial plan to maintain the position. Additionally,	CTO/Superintendent/Finance Officer	Yearly	Local/Kets	$1000	• Student Achievement: Measure improvements in learning outcomes attributed to DLC support. • Technology Integration: Assess technology usage in classrooms. • Professional Development: Monitor teacher participation in DLC-led workshops. • Feedback and Satisfaction:

	regularly assess the effectiveness of the coach's contributions to advancing digital learning initiatives and student technology leadership programs, ensuring ongoing value and justifying continued investment.					Gather feedback on DLC effectiveness. ● Funding Retention: Evaluate sustained budget allocation for the DLC. ● STLP Success: Assess student participation and outcomes in technology leadership programs. ● Goal Alignment: Ensure DLC initiatives align with institutional objectives.
AA-1	Procure and implement the One Call notification system to enhance communication with families, ensuring they are informed about school events, closures, and important updates. This will include the timely dissemination of information on academic schedules, extracurricular activities, emergency notifications, and other relevant announcements.	CIO/DTC/CFO/Superintendent	June 1, yearly	Local	$900	● Message Delivery Rate: Measure the percentage of families receiving notifications promptly. ● Response Rate: Track how many families acknowledge or respond to notifications. ● Parent Satisfaction Surveys: Collect feedback on parent satisfaction with the One Call system.
AA-1	Procure Website Domain and Service from Wix.com to ensure families stay well-informed about school events, closures, academic schedules, extracurricular activities, and other important announcements. This platform will serve as a centralized hub for accessing relevant information and updates regarding the	CIO/DTC/CFO	January, yearly	Local	$450	● Website Traffic: Monitor visitor numbers to the school website. ● Engagement Metrics: Track user interactions and time spent on the website. ● Feedback Surveys: Gather parent feedback on website satisfaction.

	school community.					
AA-1	Acquire the online digital resource Xello (ILP) for universal implementation among students in grades 6 through 12. This dynamic platform is designed to empower students by fostering the acquisition of essential skills and knowledge crucial for formulating strategic plans that pave the way for success in both their academic journey and future career aspirations. Through personalized guidance and interactive tools, Xello equips students with the resources they need to make informed decisions and chart their path towards fulfilling their potential.	CIO/DTC/Principal, CFO/Teachers	Yearly	Gear UP funds - Supplement for 2 years of service, upcoming years no cost to district, cost is usually around $2500. There is an additional line item in gear up plan to purchase another year, but will have to be purchased in QTR 4.	$0	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.
AA-1	Acquire Renaissance Learning Modules, including Accelerated Reader, Star Literacy, and Star Reading, to be utilized across various student groups. Accelerated Reader will be employed with all students, while Star Literacy and Reading will be utilized specifically with K-2 students. These modules will play a crucial role in collecting data to inform educational decisions aimed at fostering individualized student learning experiences.	CTO, Media specialist, Teachers	July, yearly	Local	$4,900.00	Administration will observe data utilization in teacher planning and classroom observation.

AA-1	Acquire Harapa or GoGuardian Teacher to support teachers in effectively monitoring, focusing, and tracking student activities during classroom sessions, with a paramount emphasis on ensuring a safe learning environment. This innovative tool will empower educators to proactively address any potential concerns and maintain a conducive atmosphere for optimal learning outcomes.	Teachers CTO	Ongoing	Local	$2,500	Data will be collected through teacher observations and sessions provided.
GO-1	Teachers will leverage online communication, collaboration, and productivity platforms (O365, G-Suite), along with AI tools, to facilitate seamless communication with students, deliver instructional content, and collect assignments and projects. These platforms and AI-driven tools will be integrated into daily teaching practices to enhance student engagement, support personalized learning, streamline assignment submission and feedback processes, and promote collaborative learning experiences.	CIO/DTC/Principal/Staff/CFO/Superintendent	Daily usage/Yearly Purchase	Local	$6000	Administration will observe changes in classroom practices as many tasks move to an online environment. Student engagement level and time will increase.
AA-3 & AA-1	Allocate funds for the continued support,	CIO/DTC/Principal/Staff/	Daily usage/Yearly	Local - We are spending	$19,000	Monitor and track the monthly phone system usage, cost per call,

	maintenance, and upgrading of the school phone system, ensuring reliable communication for staff, students, and families. This budget item will cover monthly service fees, hardware upgrades, and potential system enhancements to improve communication efficiency within the district.	CFO/Superintendent	Purchase	around $16,000 to $19,000 yearly, on Fiber PRI, Cellular, and POTs lines.		and system uptime to ensure the phone system remains cost-effective, operational, and meets the communication needs of the district. Annual review of phone usage data will help identify opportunities for cost-saving measures or system improvements.

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)
GO-1	Continue to formalize and expand existing relationships with Dataseam, Extreme Networks, KDE OET, Co-ops, and ERATC through joint planning and shared professional development programs. Leverage the success of the Dataseam apprenticeship program and ERATC meetings to enhance collaboration and align efforts for future growth.	CIO/DTC/DLC	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, formalize at least two new joint initiatives (e.g., shared PD programs) with Dataseam, Extreme, KDE OET, Co-ops, or ERATC, and increase participation in ERATC meetings by 20%, ensuring stronger collaboration and resource sharing.
GO-2	Maintain and strengthen the district's partnerships with CISA and PhishID to improve cybersecurity awareness, monitoring, and threat response. This will involve continued collaboration on phishing simulations, cybersecurity training, and utilizing PhishID for real-time threat detection and reporting.	CIO/DTC/DLC	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, enhance collaboration with CISA and PhishID by participating in at least three joint cybersecurity initiatives, increasing staff participation in cybersecurity training by 25%, and improving phishing simulation success rates by 15%.
AA-2	Maintain regular and proactive communication with KDE OET to ensure the district's technology initiatives are aligned with state-level objectives and requirements. This will	CIO/DTC/DLC	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, attend at least four KDE OET meetings or webinars, actively contribute to two state-level technology initiatives, and ensure 100% alignment of district technology plans with

	involve attending KDE OET meetings, sharing updates on district technology progress, and incorporating state-level initiatives into local planning.					KDE's strategic objectives.
AA-1	Maintain and expand the successful Dataseam apprenticeship program, leveraging its past success to provide additional opportunities for students to gain hands-on experience in technology-related fields. This will involve collaborating with Dataseam to offer ongoing apprenticeship placements and ensuring program growth.	CIO/DTC	Yearly	No additional funding necessary	$2500	By the end of the 2025–2026 school year, continue the Dataseam apprenticeship program with at least 1 new apprentice, with plans to add 2 apprentices in the following year. Aim for a 90% satisfaction rate from the participating student and a 10% increase in program engagement from previous years.
GO-1	Form a collaborative team consisting of teachers, students, and potentially community members to develop a strategic plan for the growth of the STLP program. This team will focus on fostering engagement, improving program structure, and ensuring alignment with district goals and resources. The team will also draw from insights from other successful STLP programs to inform decisions.	DLC	Yearly	No additional funding necessary	$0	By the start of the 2025–2026 school year, establish a fully functional collaborative team and complete a draft of the STLP program growth plan, with at least 80% of team members contributing to the final strategy and a clear roadmap for year-over-year program growth.

	Work with local colleges and teachers to develop and expand STEM and technology programs that align with district needs. This will involve creating partnerships to offer dual-credit courses, internships, or enrichment programs, and ensuring alignment with future workforce requirements in tech fields.					By the end of the 2025–2026 school year, establish at least two new partnerships with local colleges to offer dual-credit STEM/tech courses or internships, with a 25% increase in student participation in these programs compared to the previous year.
AA-1	Continue leveraging vendor partnerships with Dataseam and Extreme to enhance district technology initiatives.	CIO/DTC/Superintendent/CFO	Yearly	No additional funding necessary	$0	Maintain ongoing collaboration with vendors such as Dataseam and Extreme to leverage their expertise and resources. This will involve utilizing their technology support, training programs, and solutions to improve infrastructure, increase efficiency, and align with district goals.
GO-2	Engage with legislators and state officials to advocate for tech-related policies, funding, and resources that align with the district's technology needs, NTI, State Tech Funding, and future growth. This will involve attending meetings, providing data-driven insights, and collaborating on initiatives that support educational technology.	CIO/DTC/DLC/Superintendent/BOE/CFO/SBDM	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, meet with at least one state legislator or official to advocate for tech-related policies or funding, with a 10% increase in district involvement in state-level tech advocacy efforts.
AA-2	Continue attending monthly	CIO/DTC/DL	Monthly	Local -	$4000 to	By the end of the 2025–2026

	ERATC meetings, KAST/KYSTE Fall and Spring Conferences, CIO Conference, Dataseam trainings, and participate in monthly CIO/DTC webcast meetings, as well as IC trainings and sessions. This ongoing participation will support professional networking, provide insights into regional and state initiatives, and help the district stay aligned with emerging technology trends and best practices.	C/CFO		Travel/Lodging/Food/Etc…	$5000 estimated high.	school year, attend at least 80% of monthly ERATC meetings, participate in all monthly CIO/DTC webcast meetings, and engage in both the KAST/KYSTE Fall and Spring Conferences, along with at least four Dataseam and IC trainings/sessions, with a 15% increase in collaboration or insights shared from these events impacting district initiatives.
GO-1	Foster and actively support partnerships with external organizations, vendors, and community stakeholders that can provide additional technology resources, funding, or opportunities. This includes working with tech companies, higher education institutions, and government entities to enhance the district's tech capabilities and enrich student learning experiences.	CIO/DTC/DLC/Superintendent	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, establish at least three new strategic partnerships that bring additional technology resources or opportunities to the district, resulting in a 20% increase in available tech resources or student access to new tech opportunities.
AA2	Leverage district-collected survey data, including Project Tomorrow data, to assess the effectiveness of technology usage and implementation. This	CIO/DTC/DLC/Superintendent/BOE/SBDM	Yearly	None	$0	• Technology Adoption Rate: Measure the increase in the percentage of teachers and students using technology resources. • Satisfaction Ratings:

	includes evaluating adoption rates, engagement levels among teachers and students, and satisfaction with current technology resources. Use the insights gained to pinpoint areas for improvement and guide strategic decisions on technology investments and resource distribution.				Evaluate improvements in satisfaction levels with technology resources and support services. ● Identified Areas for Improvement: Track the number of actionable insights leading to tangible enhancements in technology implementation strategies. ● Alignment with Educational Goals: Assess how well technology implementation aligns with educational objectives.

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)
GO-1	Further develop and support PLCs in evaluating and adopting new technologies by providing them with the necessary resources, training, and autonomy. This will enable PLCs to assess the effectiveness of new technologies in the classroom and recommend solutions that align with district goals, improving student outcomes and teaching effectiveness.	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, ensure at least 75% of PLCs are actively involved in evaluating and adopting new technologies, with at least two new tech solutions recommended and implemented by PLCs.
AA-5	Work with teachers and staff to provide ongoing training and support for the effective use of key technology tools	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, ensure 90% of teachers and staff have received training or support in using at least two of the

	(ViewSonics, iMacs, laptops, iPevos) and software programs already purchased by the district. This includes training on curriculum tools such as Savvas (Math), New ELA curriculum, New High School Math curriculum, Edpuzzle, Reflex Math, Exact Path, Reading Eggs, Study Island, Microsoft/Google Suite, and other purchased programs to maximize their impact on student achievement.					key software tools and technology tools, with a 15% increase in the effective integration of these tools in daily teaching practices.
AA-4	Provide ongoing support and professional development to teachers, helping them leverage data and technology tools more effectively to analyze student performance and design targeted instructional practices. This includes supporting PLCs that focus on individual student needs and assisting teachers in using spreadsheets and presentation tools to make data-driven decisions.	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, 85% of teachers will use data and technology tools to track and analyze student progress, with at least 70% of PLCs reporting an improvement in student outcomes through data-driven instructional practices.
AA-3	Create a team that includes teachers, students, and potentially community members to work together in developing a strategic plan to expand and enhance the STLP program. This team will assess current program	CIO/DTC/DLC/Staff	Yearly	No additional funding necessary	$0	By the end of the 2025–2026 school year, establish a collaborative team to develop a comprehensive strategic plan for STLP, with the goal of increasing program participation by 20% and engaging at least three community partners to support the program.

	strengths, identify areas for growth, and establish goals for increasing student participation and community engagement.					
AA-6	Work with teachers to integrate digital citizenship into their classroom practices, emphasizing responsible and ethical use of technology. Provide targeted training for staff and students on best practices for online safety, privacy, and responsible digital behavior to foster a positive online culture within the school community.	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoinging	No additional funding necessary	$0	By the end of the 2025–2026 school year, ensure 100% of teachers incorporate digital citizenship practices into their curriculum, and provide digital citizenship training for at least 80% of students, resulting in a 10% increase in student awareness of digital safety and ethics as measured by surveys.
GO-2	Provide comprehensive training for both staff and students on the ethical use of AI and its applications in education. This training will focus on understanding the implications of AI in the classroom, ensuring responsible use, and exploring how AI can be used effectively in learning and problem-solving, all in response to increasing student interest in the field.	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, ensure that 90% of staff and 80% of students receive training on AI ethics and effective use, with 70% of students demonstrating a basic understanding of AI concepts and ethical considerations as measured by post-training surveys.
AA-6	Collaborate with teachers to establish effective monitoring practices using software tools such as GoGuardian, Hapara,	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	**By the end of the 2025–2026 school year, train 100% of teachers on GoGuardian and other monitoring software,**

	etc... Provide training on best practices for student monitoring to ensure that software is used responsibly and ethically, balancing student privacy with the need for monitoring online activity in an educational context.					**ensuring that at least 85% of teachers actively use monitoring tools to support student engagement and well-being. Additionally, evaluate and adjust policies for ethical use of monitoring software, with at least 80% of teachers reporting satisfaction with the system's effectiveness in managing classroom behavior.**
AA-4	Investigate and develop methods for formally assessing students' technological skills, incorporating both teacher-led assessments and student self-assessments. This may include creating rubrics, digital portfolios, or using online assessment tools to track and evaluate students' abilities in various technology-related tasks. The goal is to provide a clearer and more consistent measure of student proficiency in technology.	DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, implement a formal assessment process for technological skills for at least 75% of students in grades 3-12, using both teacher assessments and self-assessment tools. Aim for 90% of students to demonstrate growth in technological skills based on these assessments, with annual feedback provided to students and parents.
AA-5	Provide ongoing, platform-specific training for staff on how to effectively use digital content tools such as Edpuzzle, Edmentum, and other purchased software. Offer support resources, best practices, and troubleshooting to ensure teachers are	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	**By the end of the 2025–2026 school year, ensure that 100% of teachers using Edpuzzle, Edmentum, and other purchased platforms receive targeted training, with 80% of teachers reporting effective integration of these tools into their lessons. Aim for a 15% increase in student**

	maximizing the benefits of these tools for student learning and engagement.					**engagement and performance on assignments associated with these platforms as measured by platform analytics.**
GO-1	Collect and analyze state and local data, including insights from surveys such as Project Tomorrow and Speak Up, to better understand student needs and technology usage. Use this data to guide decisions about technology investments, curriculum enhancements, and strategies for improving student success across all grade levels.	CIO/DTC/DLC/Principal/Superintendent	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, analyze and incorporate data from at least two relevant surveys (e.g., Project Tomorrow, Speak Up) to inform decisions about technology needs and student success. Ensure that at least 85% of decisions related to technology adoption and curriculum adjustments are data-driven, with clear evidence that data from these surveys led to improvements in student outcomes.
AA-5	Provide ongoing professional development and training for staff on the effective use of key software tools such as Savvas (Math), new ELA curriculum, new High School Math curriculum, Edpuzzle, Reflex Math, Exact Path, Reading Eggs, Study Island, Microsoft/Google Suite, and other purchased programs. Build on the initial training provided and ensure that teachers are proficient in integrating these tools into their teaching strategies for improved student learning outcomes.	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, ensure that 100% of staff receive refresher training on the key software tools and that 90% of teachers report effective integration of these tools into their classrooms. Additionally, aim for at least a 10% increase in student performance on assignments tied to these tools, as measured by platform analytics and classroom assessments.

GO-1	Support Professional Learning Communities (PLCs) in evaluating and recommending new technologies, as well as sharing successful strategies for using existing digital tools to enhance curriculum and instruction. Provide guidance and structured time for PLCs to explore digital resources, analyze impact on student learning, and model best practices for peers.	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, each PLC will evaluate at least one new or existing digital tool and present findings or strategies to their peers during staff meetings or PD sessions. At least 80% of teachers will report using one new strategy or tool introduced through PLC-led efforts.
AA-6	Develop and implement a district-wide plan to integrate digital standards into instruction at all grade levels, ensuring all K–12 students receive structured training in digital literacy, safety, communication, and responsible technology use.	CIO/DTC/DLC/Principal/Superintendent/Staff	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, 100% of grade levels will have integrated age-appropriate digital standards into instruction, with teachers documenting at least two digital literacy lessons or activities per semester in lesson plans or curriculum maps.
AA-6	Work with teachers to provide professional development on the use of monitoring software such as **GoGuardian** and **Hapara**, emphasizing best practices for supporting student learning, safety, and respecting privacy.	CIO/DTC/DLC/Principal/Superintendent/staff	Ongoing	No additional funding necessary	$0	By June 2026, provide at least two training sessions on student monitoring best practices, and ensure 100% of teachers using GoGuardian or Hapara complete annual training and sign a usage agreement outlining responsible monitoring guidelines.
AA-1	To enhance the effectiveness of technology training and curriculum delivery, we will integrate a variety of instructional approaches	CIO/DTC/DLC/Principal/Superintendent	Ongoing	No additional funding necessary	$0	By the end of the 2025–2026 school year, ensure that 100% of major technology trainings (student-facing and staff-facing) include at least two varied instructional methods, as

	based on student feedback about their preferred learning methods. These methods will include guided instruction, online resources, hands-on learning, and mixed approaches to ensure that all students can engage with and master new technology tools in ways that best suit their learning styles				documented through training plans and feedback surveys.

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)
GO-1	Leverage diverse stakeholder engagement methods—such as focus groups with specific teacher groups (by grade level, subject area, or technology comfort level) and digital platforms for continuous feedback—to gather richer	CIO/DTC/DLC/Staff	Ongoing	No additional funding necessary	$0	By June 2026, conduct at least three targeted focus groups and implement one continuous digital feedback tool to gather staff input on professional learning needs.

	and more nuanced data about professional learning needs related to technology.					
AA-1	Strengthen existing relationships with entities such as Dataseam, Extreme, KDE OET, Co-ops, ERATC, and technology software/hardware vendors through joint planning of professional development programs. These collaborations will leverage external expertise and resources to provide staff with high-quality training and networking opportunities.	CIO/DTC//Superintendent	Ongoing	No additional funding necessary	$0	By June 2026, collaborate with at least three external partners and technology vendors to plan and deliver a minimum of four joint professional development sessions.
AA-2	Further empower Professional Learning Communities (PLCs) to take a leadership role in evaluating, adopting, and sharing effective technology integration strategies. Provide PLCs with autonomy and resources to research, pilot, and share best practices relevant to their specific subject areas and grade levels.	CIO/DTC/DLC/Principal/PLCs	Ongoing	No additional funding necessary	$0	By June 2026, at least 75% of PLCs will have piloted and shared at least one technology integration strategy or tool within their grade level or subject area.
GO-1	Utilize established communication channels like Munis and Infinite Campus, alongside joint meetings and	CIO/DTC/DLC/DFO/Principal/Superintendent	Ongoing	No additional funding necessary	$0	By June 2026, conduct biannual feedback sessions with staff on the usability and effectiveness of Munis and Infinite Campus,

	feedback sessions, to understand staff challenges and gather feedback related to the usability and effectiveness of these critical administrative software programs. This will help identify specific training needs. Trainings that technology staff attend on products like Infinite Campus and Munis, as well as the CUES project for integration between the two systems, will inform these communication efforts					resulting in at least two training opportunities per year based on the gathered feedback.
AA-2	Explicitly integrate training on various technology tools and software, as outlined in the "Jackson City School Technology Goals & Action Plan," into personalized professional development plans for teachers and staff. This includes training on ViewSonics, iMacs, laptops, iPevos, Hapara, and key software such as Savvas (Math), new curriculum (ELA and High School Math), Edpuzzle, Reflex Math, Exact Path, Reading Eggs, Study Island, Microsoft/Google Suite, and password resets via RapidIdentity. Additionally, training on AI ethics and effective use, as well as digital citizenship practices, should also be	CIO/DTC/DLC/Principal/Superintendent	Ongoing	No additional funding necessary	$0	By the end of the 2025-2026 school year, 100% of teachers and staff will have completed personalized professional development plans that integrate training on the technology tools and software listed in the "Jackson City School Technology Goals & Action Plan," including Hapara, AI ethics, digital citizenship, and related key software, with at least one training session for each technology tool per year.

	included.					
AA1	Provide tech staff with opportunities to attend relevant technology conferences and trainings, such as Google, KYSTE, ISTE, Dataseam, and other industry-specific events. These professional development opportunities will enhance staff expertise, keep them updated on emerging technologies, and support the ongoing integration of innovative digital tools into the district's educational framework.	CTO, Select teachers	March, yearly	Title IV Part A -552e	$3,000 (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, 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	Expand the use of digital platforms for learning beyond the classroom, building on the NTI program's success. Utilize these platforms for assignments, collaboration, and accessing resources outside of school hours, guided by feedback from Project Tomorrow and Speak Up surveys.	CIO/DTC/DLC/Principal/Superintendent	Ongoing	No additional funding necessary	$0	By the end of the 2025-2026 school year, 80% of students will engage with digital platforms outside of school hours for assignments and collaboration, with feedback gathered twice a year from stakeholder

AA-1	Fully leverage administrative software like Munis and Infinite Campus, alongside improved communication channels, to streamline administrative processes and save staff time. Incorporate training for staff on these tools' effective use and implement CUES RapidIdentity with MFA to reduce time spent on password resets and access issues.	CIO/DTC/CFO/Superintendent	Ongoing	No additional funding necessary	$0	By the end of the 2025-2026 school year, 90% of staff will demonstrate proficiency in using Munis, Infinite Campus, and CUES RapidIdentity, reducing administrative time spent on manual processes and password resets by 30%.
AA-1	Further empower PLCs to explore and implement technology tools that optimize instructional time and support personalized learning. Provide training and support for using interactive whiteboards (ViewSonics), learning management systems (Microsoft/Google Suites), and data analysis tools (Edmentum). Encourage sharing best practices within PLCs, informed by insights from ERATC meetings, to enhance time efficiency.	CIO/DTC/DLC/Principal/PLCs	Ongoing	No additional funding necessary	$0	By the end of the 2025-2026 school year, 85% of PLCs will report using technology tools (ViewSonics, Microsoft/Google Suites, Edmentum) to increase instructional time efficiency and personalize learning, with a 25% increase in the use of best practices shared within the PLCs.
AA-1	Technology initiatives, such as upgrading network infrastructure through E-rate and deploying interactive panels in classrooms, enhance the functionality of	CIO/DTC/DLC/Principal/Superintendent	Ongoing	Local or outside sources	$5000	By the end of the 2025-2026 school year, 100% of classrooms will be equipped with interactive panels, and the upgraded network infrastructure will support high-speed connectivity in all

	physical learning spaces and support the seamless use of technology throughout school facilities.					school facilities, enabling seamless digital learning experiences.
GO-1	Continue to offer online, in-person, and hybrid Dual Credit/Workready courses through partnerships with HCTC, EKU, UPike, and other post-secondary institutions, providing flexible access to higher education opportunities and supporting students in their academic advancement.	CIO/DTC/DLC/Principal/Superintendent	Ongoing	Local/State Funding	$10,000 per semester	By the end of the 2025-2026 school year, ensure that 100% of eligible students have access to at least one Dual Credit course option (online, in-person, or hybrid) through partnerships with post-secondary institutions, with a 10% increase in student enrollment in these programs compared to the