

Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Walton-Verona Independent Schools

LOCATION Walton, KY

PLAN YEAR(S) 2023-2024



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Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Dr. Matt Baker – Superintendent	Jason Reis, Director of Technology
Michelle Gregg, Director of Instruction and Support Services	Angela Jackson, District Technology Teacher
Caitlyn Ryan Gottshall, Director of Student Support Services	Bebe Mosier, District Computer Technician
Kevin Ryan, Finance Director	Zach Brandenburg, Technology Assistant Middle School
Robert Hartman, Director of Pupil Personnel	Mindy Drohan, Technology Assistant Elementary School
Tracy Bazsika, Digital Learning Coach	
Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Adam Nash, WVHS Principal	Troy Ridener, WVMS Assistant Principal
Eric Fangman, WVHS Assistant Principal	Luke Patterson, WVES Principal
Eric Morwessel, WVMS Principal	Colin Peterson, WVES Assistant Principal
Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Students [Recommended to include middle and/or high school students]	
Other [parents/community members, business and nonprofit leaders, etc.]	

Previous Year's Strategies Evaluation

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

What goals were met in 2022-2023:

- *We upgraded instructional devices for middle school teachers and staff, transportation department, and district office.*
- *We upgraded student devices for elementary school.*
- *We used E-Rate money to purchase Managed Internal Broadband Services (MIBS) to manage and upgrade our WiFi network and guest services.*
- *We implemented a multi-factor authentication policy teachers, staff, and administration.*
- *We continued to work with our teachers, staff, and administration on the importance of data security and privacy.*
- *We continued to maximize our funding resources to ensure we are keeping our devices refresh cycles on track and evaluate systems and services to determine any money saving opportunities.*

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

- *We need to find a new partner on student device repair.*
- *The technology department needs to focus on relationships with students, teachers, and staff.*
- *We need to work on technology department processes for support, purchases, and inventory.*
- *We need to continue to work on prevention and training with phishing attacks and email scams.*
- *We were not able to work on a new solution for the district website and teacher webpages.*
- *We continue to work towards a solution for upgrading classroom technology at the elementary school.*

Upcoming Year's Strategies Preview

If this is the first year of a multi-year plan, this section acts more like an executive summary of the plan as a whole. If this is the second or third year of a multi-year plan then aim your discussion to any new strategies or adjustments you are planning for this year.

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

How did you and the planning team decide on the strategies and/or adjustments for this plan?

We met through out the year during administration meetings, department meetings, and work sessions. We gathered and reviewed district strategic plans, school improvement plans, previous technology plans, BrightBytes surveys, Google surveys, conversations with stakeholders, KETS master plan, Future Ready Framework, and ISTE standards. After reviewing these items, we focused on things we were already doing and areas that we need to improve on.

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.

Walton-Verona Independent Schools are focusing on solutions that empower students and faculty to engage in digital learning that support growth without interruption or distraction. The goals for infrastructure and ecosystem focus on upgrading or refreshing our internal communication solutions, provide solutions with multi-functional copiers, using maintenance agreements to keep current with software, services, and apps, and provide equitable access to technology systems. The goals for data security, safety, and privacy focus on protecting the district and student data, performing account audits, and educating our staff and students on digital citizenship skills. The goals for budget and resources are focusing on diversifying funding sources (Larry's Kids grant, WAVE grants, KySTE grant, regional art grant), achieving our strategic goals, and using funding opportunities to the best of our abilities. The goals for partnerships are focusing on working with local foundations, publicizing technology-related information to students and the community, and working with colleges and universities to promote technology fields. The goals for digital curriculum, instruction, and assessment are focusing on providing teachers and staff with professional development, usage reports, classroom resources, and technology standards on any device, anywhere, and anytime. The goals for personalized professional learning focus on providing technology staff support in each school and technology professional development at an individual, building, and district level. The goals for space and time focus on standardizing the learning management system schools use and giving teachers an area of technology to focus on for the year.

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 has utilized Google Forms to survey students about the digital learning environment. We have partnered with the state to use BrightBytes to survey parents\guardians, students, and staff members. We have also worked with Family Resource and Youth Services Centers (FRYSCs), school administration, and teachers to identify student and staff individual needs with technology.

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?

We have utilized the BrightBytes survey to determine student internet access at home, teacher, internet access at home, and student online safety. The survey asks questions to parents, students, and teachers on access, support, skills, instruction, social & emotional learning, and demographics.

Do students and teachers have an environment conducive to learning away from school?

Students, Always: 2021-2022 58%, 2020-2021 45%, 2022-2023 56%

Students, Never: 2021-2022 2%, 2020-2021 3%, 2022-2023 3%

Teachers, Always: 2021-2022 65%, 2020-2021 57%, 2022-2023 62%

Teachers, Never: 2021-2022 1%, 2020-2021 1%, 2022-2023 3%

How often do teachers and students collaborate online using documents?

Students, Daily: 2021-2022 40%, 2020-2021 23%, 2022-2023 32%

Students, Never: 2021-2022 4%, 2020-2021 17%, 2022-2023 4%

Teachers, Daily: 2021-2022 4%, 2020-2021 10%, 2022-2023 10%

Teachers, Never: 2021-2022 38%, 2020-2021 31%, 2022-2023 44%

How often do teachers and students report using critical thinking skills online?

Students, Daily: 2021-2022 11%, 2020-2021 4%, 2022-2023 11%

Students, Never: 2021-2022 24%, 2020-2021 36%, 2022-2023 23%

Teachers, Daily: 2021-2022 0%, 2020-2021 0%, 2022-2023 0%

Teachers, Never: 2021-2022 58%, 2020-2021 60%, 2022-2023 67%

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

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



Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 36 Areas of Emphasis of the KETS Master Plan. Any strategy that involves E-Rate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.








Robust Infrastructure & Ecosystem

Future Ready Gear

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

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

 AA-1	Continue to provide nation's first, fastest, highest quality, and most reliable internet access to 100% of Kentucky's public schools
 AA-2	Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments
 AA-3	Continue to create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools (<i>also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.</i>)
 AA-4	Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services
 AI-1	Improve ease of access for students and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices (<i>fewer traditional computer labs</i>)



KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Renew fiber leases with vendors	CIO, Vendor Partners, ERate consultants	Complete by June 30th, 2024	ERate, General Funds	\$30,000 per year	Internal and external internet access will continue uninterrupted
AA-2	Continue multifunctional managed print services	CIO, Vendor Partners	Complete by June 30th, 2025	General Funds	\$35,000 per year	Staff will continue to have access to meet their daily business needs
AA-3	Maintain or upgrade networking equipment where needed	CIO, Vendor Partners, ERate consultants	Ongoing/yearly	ERate, General Funds, Technology Budget	Up to \$10,000.00	Doing so will support a 1:1 initiative for students
AI-1	Purchase replacement devices for teachers	CIO, Vendor Partners, ERate consultants	Ongoing/yearly	General Funds\SBDM Funds	Up to \$85,000.00	Staff will be able to use the devices during the school year
AI-1	Purchase replacement devices for students	CIO, Vendor Partners, ERate consultants	Ongoing/yearly	General Funds\SBDM Funds	Up to \$49,000.00	Students will be able to use the devices during the school year
AI-1	Work with vendor on repair of teacher and student devices	CIO, Vendor Partners	Ongoing/yearly	KETS, General Funds	Up to \$30,000.00	Teacher devices will have a device under warranty for the school year



Data Security, Safety & Privacy

Future Ready Gear

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

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



AA-1

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



AA-2

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



AA-3

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



AA-4

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



AA-5

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



AI-1

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



AI-2

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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Continue sending our "Technology Notes" newsletter	Technology Department	Ongoing/monthly	General Funds, SBDM Funds	\$0	Yearly technology survey results from staff
AA-2	Audit key technology systems, services and policies twice a year	Technology Department	Ongoing/July and December	General Funds, SBDM Funds	\$0	With updated procedures, policies, and security hardened systems
AA-3	State provided surveys	CIO, DISS, DLC	Ongoing	General Funds, SBDM Funds	\$0	Data will be used to improve technology services, access, and plans
AA-4	Review new features, updates and services provided by vendors	CIO, District Administration, DLC	Ongoing	General Funds, SBDM Funds	\$0	When staff and students are able to access resources anytime, anywhere, any device
AA-5	Regular school, department, grade level and independent professional development opportunities	CIO, DISS, DLC	Ongoing	General Funds, SBDM Funds	\$0	Yearly technology survey results from staff











Budget & Resources

Future Ready Gear

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

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

- | | |
|--|---|
|  AA-1 | Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services |
|  AA-2 | Continue use of long-term planning strategies that allow for continuity of initiatives and systems (<i>ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades</i>) |
|  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 (<i>e.g. Internet consumption</i>) while maximizing education technology programs and initiatives (<i>Technology Need, E-rate</i>) |
|  AA-4 | Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning (<i>Infinite Campus, Early Warning, School Report Card, MUNIS</i>) |
|  AA-5 | Continue supporting teacher efforts in taking ownership of digital citizenship skills and education their student in the same skills to foster a secure digital learning environment |
|  AI-1 | Make districts aware of position/roles requiring technology-related duties in support of technology and instruction (<i>The People side of K-12 EdTech</i>) |
|  AI-2 | Make districts aware of how to reduce expenditures on printing/print services (<i>both in consolidated contract pricing as well as shifting from paper to digital experiences</i>) |
|  AI-3 | Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments |



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



KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Research and network with other schools and districts	CIO, DISS, CFO	Ongoing	General Funds, SBDM Funds	\$0	Diversifying funding sources beyond local taxes and state funding
AA-2	District strategic plans	District stakeholders	Yearly	General Funds, SBDM Funds	\$0	Successfully reaching all goals in plans
AA-3	Work closely with CFO and Superintendent	CIO, CFO, Superintendent	Yearly	General Funds, SBDM Funds	\$0	Identify areas where we can reduce spending or spend on better services
AA-3	Work closely with Larry's Kids Foundation	CIO, CFO, Superintendent	Yearly	Larry's Kids Funds	Up to \$5,000.00	Have teachers utilize these funds for classroom technology purchases
AA-3	Work closely with WAVE Foundation	CIO, CFO, Superintendent	Yearly	WAVE Funds	Up to \$5,000.00	Have teachers utilize these funds for classroom technology purchases








Partnerships

Future Ready Gear

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

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

-  **AA-1** Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication (*districts, vendors, higher-education, regional cooperatives*)
-  **AA-2** Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.*)
-  **AA-3** Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (*eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey*)
-  **AI-1** Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation
-  **AI-2** Encourage postsecondary institutions to host STLP events and /or more fully maximize the opportunity to showcase the university and its programs while students are on campus



KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Work with WAVE Foundation, Alumni groups, Larry’s Kids Foundation, FRYSC Coordinators, local businesses, cities of Walton and Verona	CIO, FRYSC, District Administration, Board of Education	Ongoing	General Funds, SBDM Funds	\$0	Teachers will use these connections to enhance their classrooms and grants to purchase technology.
AA-2	Publish technology related information on social media sites, parent\guardian newsletters and utilize our WVHS student help desk	CIO, District Administration, Mirror Editor	Ongoing	General Funds, SBDM Funds	\$0	
AA-3	Work with NKU, UC, Thomas More College, Xavier, Gateway Community College	CIO, Superintendent, WVHS Admins	Ongoing	General Funds, SBDM Funds	\$0	During career days, job fairs, work experience, and college courses technology fields are represented
AA-1	Work with AltaFiber, Spectrum, United Way, Boone County on home internet access	CIO, Superintendent, Local partners, Local government	Ongoing	General Funds, SBDM Funds	\$0	
AA-2	Utilize Remind and email to provide two way communications with staff, students, coaches and parents/guardians	CIO, Superintendent, District Administration, School Principals	Ongoing	General Funds	\$8,038.35	Reports generated from Remind, and increased communication between stakeholders.











Digital Curriculum, Instruction & Assessment

Future Ready Gear

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

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

 AA-1	Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines
 AA-2	Continue providing opportunities for students to demonstrate learning connected to and through technology (<i>empowering students through technology with STLP, IT Academy, etc.</i>)
 AA-3	Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards (<i>based on International Society for Technology in Education standards</i>) for ALL students
 AA-4	Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions (<i>online formative assessment tools, interim based assessments, and summative assessments</i>)
 AA-5	Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience
 AI-1	Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students
 AI-2	Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy
 AI-3	Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system



KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Continue implementing various instructional resources that include intervention and/or extensions such as: Lexia, Google Workspaces, Microsoft O365, Edmentum, Fastbridge, KY Virtual Library, NWEA...	CIO, DISS, DLC, Principals	Yearly	General Fund, SBDM Fund, Larry's Kids grant, WAVE grant, State Fund	Up to \$165,000.00	Staff usage reports, student progress reports, NWEA progress reports
AA-2	Provide STEM classes, STLP groups, Lego Robotics teams, MOUS certifications	CIO, DISS, DLC, Teachers	Yearly	General Fund, Technology Budget, SBDM Funds, Larry's Kids grant, WAVE grant	\$5,000.00	Students attend events, tournaments, after school activities
AA-3	Technology related courses focus on the standards	CIO, DISS, DLC, Teachers	Monthly	General Fund, SBDM Fund	\$0	Review of teacher lesson plans
AA-4	Use Aimsweb, Naviance, NWEA, GoFormative	CIO, DISS, DLC, Principals	Yearly	General Fund, SBDM Fund	Refer to AA-1	Staff usage reports, student progress reports, NWEA progress reports
AA-5	Promote resources that can be used on any device, anytime, anywhere	CIO, DISS, DLC	Yearly	General Fund, SBDM Fund	\$0	Review of software, services or apps before purchasing



Personalized Professional Learning

Future Ready Gear

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

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



AA-1

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



AI-1

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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Provide Technology Assistants at each school for technology support	CIO, CFO, Superintendent	Yearly	General Fund	\$0	Staff and students will have immediate, in-person access to technology support
AA-1	Provide a Digital Learning Coach for the district teacher technology professional development	CIO, DISS, CFO, Superintendent	Yearly	Title II Funds	\$0	Staff will have access to materials in Google Drive, Google Classroom and paths to vendor certifications
AA-1	Attend KySTE Fall Event	CIO, DLC	Yearly	General Funds	\$0	Have technology staff and DLC attend trainings
AA-1	Participate in regional and state-wide meetings and	CIO, Technology	Monthly	General Funds	\$0	Technology staff returned with new ideas, build relationships



	professional development	Assistants				with other districts, and improve the technology resources
A1-1	Provide guidance to administration, principals, and teachers	CIO, Technology Assistants	Monthly	General Funds	\$0	Attend administration meetings, advise for SBDM meetings, and advise for Board of Education meetings
AA-1	Attend Infinite Campus Interchange	CIO, DPP	Yearly	General Funds	\$3,500.00	Have district office staff, principals, DLC, guidance counselor, school registrars attend trainings
AA-1	Attend KySTE Spring Event	CIO, DLC	Yearly	General Funds	\$5,000.00	Have technology staff, DLC, and teachers attend state trainings



Use of Space & Time

Future Ready Gear

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

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



AA-1

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



AI-1

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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Focus on standardizing on a learning management system	CIO, DISS, DLC	Yearly	General Funds, SBDM Funds	\$0	Teachers adopting Google Classroom as their LMS. Teachers attaining Google certifications
AA-1	Review and Implement Future Ready Framework	CIO, DLC, Technology Department	Yearly	General Funds, SBDM Funds	\$0	
AA-1	Review and Implement KETS Master Plan	CIO, DLC, Technology Department	Yearly	General Funds, SBDM Funds	\$0	
AA-1	Review and	CIO, DLC,	Yearly	General Funds,	\$0	

	Implement District Strategic Plan	Technology Department		SBDM Funds		
AA-1	Review and Implement Vision Meeting Proposals	CIO, DLC, Technology Department	Yearly	General Funds, SBDM Funds	\$0	