Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME	Grayson County
LOCATION	Leitchfield, KY
PLAN YEAR(S)	2021-2022

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Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Doug Robinson, Superintendent	Carla Purcell, Inst. Supervisor
Jerrod Graybeal, CIO/DTC	Stacy Decker, Inst. Supervisor
Dee Dee Webb, TIS	Todd Johnston, Dir. of Federal Programs
Monica Heavrin, DOSE	
Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Lisa Skaggs, Wilkey Elementary, Principal	Josh Basham, Caneyville Elementary, Principal
Shannon Cates, Clarkson Elementary, Principal	Alicia Brooks, Lawler Elementary, Principal
Gary Parker, Grayson County Middle School, Principal	Josh Baldwin, Grayson County High School, 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?

Goal: 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

- The strategies pertaining to this goal were completed. Grayson County Schools added roughly 1600Chromebooks this year while replacing some fixed labs but also adding additional devices. We will continue to maintain and replace Chromebooks through the 2022 school year as we reach 1:1.

Goal: 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

- Our focus on student digital citizenship and online safety education shows successful implementation based on usage metrics but will always be an ongoing goal. This will be continued in the 2022 plan.

Goal: 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.

- We were successful in completing the majority of our strategies. We will continue these strategies moving forward. It is apparent that Lightspeed's Analytics is will not be as sufficient as we had hoped for usage analysis and we will be evaluating other options.

  Goal: 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.

- Grayson County has historically had overwhelming community support for our students and educators. Our strategies to improve our local and state partnerships such as local business, GRREC and KET have been successful. We will continue to engage existing and new partners to strengthen our relationships for future years.

Goal: 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.

- Our DLC was crucial at providing differentiated training based on teachers' needs during our long term NTI. Our teachers utilized our DLC during PD days prior to the start of the school year as well as during the days of NTI.

Goal: 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.

- Professional development opportunities were available in a variety of forms and formats for teachers to utilize. Teachers were given instructional coaching opportunities. The technology integration specialist scheduled sessions and modeled lessons as learning opportunities for teachers. Each school received advice on how to integrate a variety of tools or how to use specific tools in their content-area classrooms. Schools were given the option to have the technology integration specialist on site after school for one-on-one coaching or integration strategies. This occurred at schools that requested this after school coaching opportunity and happened on a monthly basis. Coaching was also available in an on-demand format to assist teachers in lesson delivery.

Goal: 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.

- Teachers that have continually taken advantage of PD opportunities and in class modeling of blended learning demonstrated more engaging & differentiated/personalized lessons with students during long term NTI. Our strategies were successful and will continue to reach more staff in a timely manner. A focus going forward will be on distance and blended learning and how to differentiate and provide personalized learning using a digital platform.

Areas of improvement?

Improvement is needed in the following areas:

- Selecting the appropriate technology for the task (Students, Teachers, Administrators).
- Effective use of Google Classroom
- Effective use of collaborative tools, screen recording and blended learning

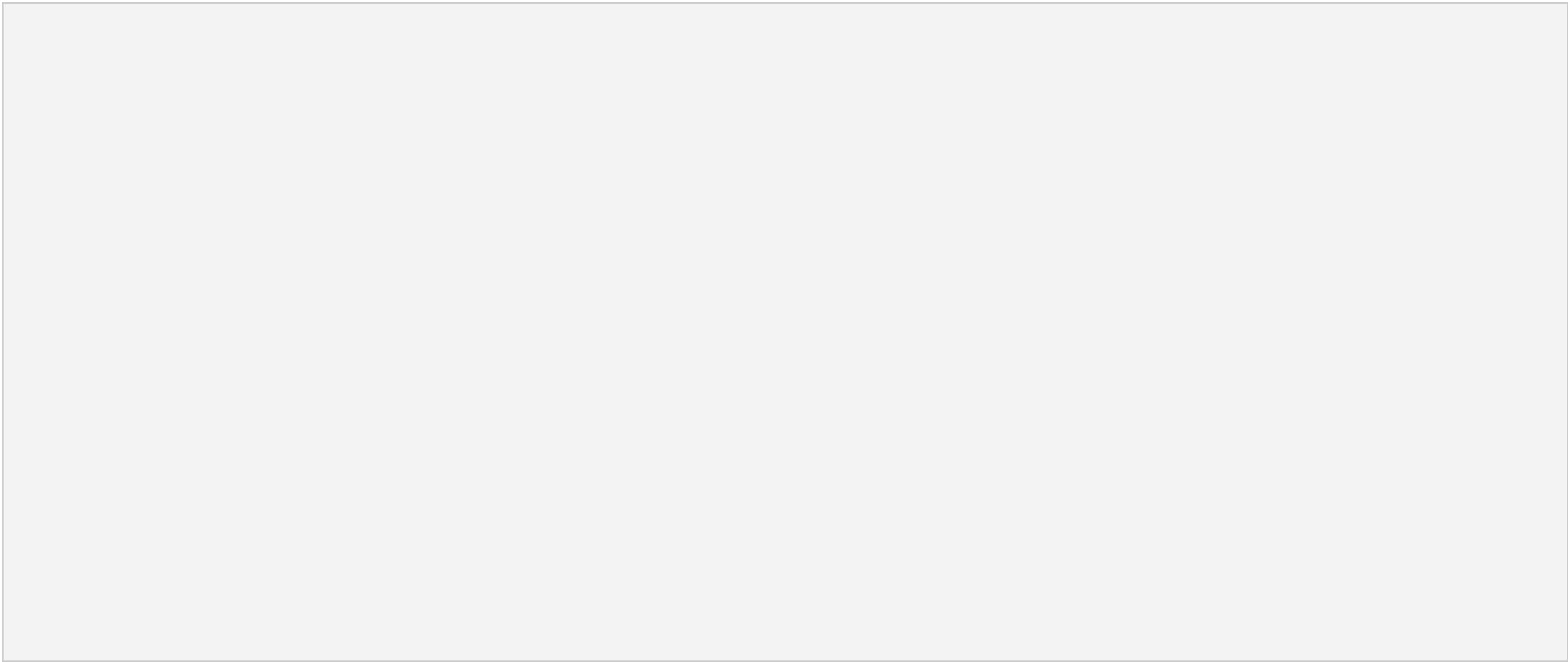*Needs that emerged after evaluation of the previous plan?*

A more diligent refresh cycle for workstations and media technology was needed.

What strategies from last year went well?

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

Relay Analytics for application usage was insufficient.

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

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

As technologies and challenges such as long term NTI we need continual improvement in integrating technology in our lessons and using it effectively. We also need to continue to maintain and upgrade our existing technology to meet the changing demands of K-12 education.

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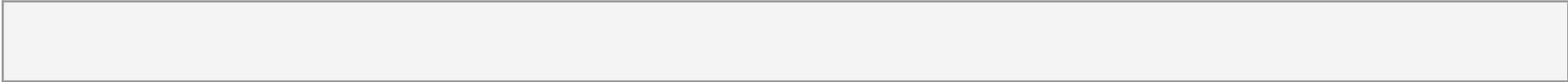*[See [Technology Planning section of KETS Master Plan](#) for more information]*

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

Our previous district technology plan was revised to see what goals had been met, what areas needed improvement, and also determined needs that emerged after evaluating the previous plan.

Briefly discuss the major activities slated for implementation and how these activities will advance curriculum and instruction integration, student technology literacy, professional development, & technology infrastructure.

Professional development with a focus on distance learning district wide based on NTI parent and teacher survey data
- Continue to build STLP program throughout the district.
- Purchase chromebooks, PCs and interactive equipment for students/faculty for use in the traditional and long term NTI settings
- Continue increasing awareness of printing, toner, and paper costs throughout the district
- Continue partnership with GRREC & KET for networking and professional development opportunities
- Continue instructional coaching opportunities for teachers, administrators, and classified staff to improve efficiency
- Support multiple new cloud based instructional resources and platforms

Student Voice

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

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

Grayson County Schools participate in Speak Up Survey biennially to collect teacher, student, parent community parents, teachers, administrators, students and community member feedback. to gather data regarding our digital learning environment and school safety, both online and physical. With the extreme deficit of in-person classroom time it was thought the best use of those minutes was for instruction and the Speak Up biennial year was pushed back until 2022 so the data used is from the previous results.

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.

According to the Speak Up survey, many students were lacking in their ability to choose the correct technology for specific tasks. Additionally, students shared they were not given opportunities to expand use of technology tools in tasks such as augmented reality, video recording, etc. However, students did state they have access to chrome devices in classroom and computer lab settings.

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 Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.

Robust Infrastructure & Ecosystem
Future Ready Gear

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

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

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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Replace aging staff workstations	Technicians	June 30, 2022	ESSER	$156,646	Link speeds between these sites and core will be increased to 10Gbps
AI-1	Continue to replace/decommissioning existing stationary labs with chromebooks as well as purchase additional chromebooks	CIO, Technicians, Principals, CFO, Superintendent	June 30, 2022	ESSER	$145,000	Maintain device to student ratio as Chromebooks go EOL
AA-1	Maintain our district wide fiber optic connectivity strategy	CIO, Network administrator	June 30, 2022	Erate General Fund	$45,750 $7,590	Access to local and cloud based services will remain robust

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-3	Use usage and growth data from district funded instructional resources to measure adoption and implementation success to provide assistance to the schools that are struggling as well as determining the effectiveness of these resources.	CIO, TIS, Instructional Supervisors	2021-2022 school year	ESSER	$6,200	Use data collected from end of year data analysis to gauge areas of need with specific instructional resources.
AA-5	Speakup data shows parents have concern in digital safety of students. Also shows students have been contacted online by strangers and bullied online. What can we do to address this? Use district approved curriculum to promote and teach digital citizenship in grades K-12. Use outside partnerships (law enforcement, FRC, etc.) to provide additional programming to reinforce digital citizenship	CIO, School Administrators, TIS	2021-2022	General Fund	5900	Use data from district approved curriculum/programs to see student proficiency assessment in or lesson completions in areas of digital citizenship.
AA-2	Fully transition from Lightspeed Rocket to Lightspeed Relay to gain more control and insight of the content our students are accessing online.	CIO/IT Dept	2021-2022	KDE On Behalf	N/A	IOT and BYOD will communicate as expected with the Relay Rocket appliance.
AA-1	Increased Clever integration	CIO/IT Dept	2021-2022	N/A	N/A	Increase in applications integrated

	will allow for streamlined login for additional web-based instructional programs. The Clever dashboard may also serve as a repository for a single location to access web-based instructional resources.				with Clever

Budget & Resources
Future Ready Gear

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

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

AA-1	Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services
AA-2	Continue use of long-term planning strategies that allow for continuity of initiatives and systems *(ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades)*
AA-3	Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts *(e.g. Internet consumption)* while maximizing education technology programs and initiatives *(Technology Need, E-rate)*
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	Make districts aware of position/roles requiring technology-related duties in support of technology and instruction *(The People side of K-12 EdTech*
AI-2	Make districts aware of how to reduce expenditures on printing/print services *(both in consolidated contract pricing as well as shifting from paper to digital experiences)*
AI-3	Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments
AI-4	See an increased percentage of districts examining which education technology investments are or are not being maximized

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-3	CIO continues to leverage Erate funds for eligible services as needed by the district. This can decrease the district's financial responsibility by approximately 85-90% saving the district hundreds of thousands each year	CIO	Ongoing	N/A		Annually calculating the Erate funding award and comparing to the district's expense for eligible services to verify Erate is being fully utilized and these funds provide a significant savings to the district.
AI-2	Implement print management solution allowing full management and quotas of printing from Chromebooks	CIO, IT Department	July 1, 2021 - June 30, 2022	General Fund	$1,300	Compare printing and paper costs year by year to see if there is a decrease in funds used for these services.
AI-4	Utilize usage data of programs and processes to see which educational technology investments are or are not being maximized. Use usage and growth data from district funded instructional resources to measure adoption and implementation success and determine the effectiveness of these resources.	CIO, TIS, School Administrators, Instructional Supervisors	Bi-annual October/April	N/A		Use data collected from end of year data analysis to see which educational technology

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	Build trusted relationships and transparency with shareholders by communicating through available mediums such as social media, website, Apptegy, Learning.com, and Infinite Campus Portal. Continued relationship with Green River Regional Educational Cooperative (GRREC). Continue relationships with local businesses with job shadowing and internship programs.	Transition Coordinator, Public Relations, Superintendent, Technology Department	During the 2021-2022 school year and beyond	N/A	N/A	Program utilization: Using GRREC, continued support from local businesses with internships and job shadowing, also use data from SpeakUp survey to see effectiveness of communication with 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 *(empowering students through technology with STLP, IT Academy, etc.)*
AA-3	Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards *(based on International Society for Technology in Education standards)* for ALL students
AA-4	Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions *(online formative assessment tools, interim based assessments, and summative assessments)*
AA-5	Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience
AI-1	Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students
AI-2	Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy
AI-3	Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

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-2	Continue providing opportunities for students through STLP programs at the school level, incorporate technology using STLP resources, and begin offering technology classes at the high school level. Add the position of Computer Science teacher at the middle and high school level..	TIS, Technology Department, School-level technology teachers, Administrators, community partners	Ongoing throughout the 2021-2022 school year	N/A	N/A	Survey of effectiveness: also use data from SpeakUp survey to see effectiveness of program. Increased number of students participating in STLP program.
AA-4	Teachers have access to Google Forms, shared Google Team Drives for resources, Renaissance Learning for benchmark testing, and programs such as Reading Plus, and Lexia Learning for reading. Common Sense Media for digital citizenship assessment. Google Forms to assist teachers in providing timely feedback to students. Stakeholders will use this information to make curriculum decisions. Use of these online resources will be crucial for effective instruction in a long term NTI model. The district will also use CASE 21 for student progress monitoring	TIS, Technology Department, District PD coordinator, Librarians, Career Studies teachers	Ongoing throughout the 2021-2022 school year	ESSER	$113,000	Survey of effectiveness, Usage data from programs, Assessment data from Learning.com, also use data from SpeakUp survey to see effectiveness of program

	throughout the year.					
AA-5	Continue to provide districts/classrooms access to digital instructional materials through Google Classroom and Google Team Drives, Google Forms, etc. Emphasis on using screen capture tools such as Screencastify for lesson development and student feedback for teacher use. Additional instructional materials such as Lexia, Reading Plus, STEM Scopes and Scholastic Book Room will be available to our schools and classrooms.	TIS, Administrators, Technology Department, District PD coordinator,	Ongoing throughout the 2021-2022 school year	ESSER	$1,010,695	Survey of effectiveness, Usage data from programs, student growth
AA-5	Several classrooms with outdated or nonexistent interactive equipment will receive interactive panels. Several classrooms with modern interactive boards but dated projectors will have their projectors replaced. Throughout NTI days we discovered many of the document cameras that had a high enough resolution to display on a large screen had reduced functionality when sharing through Google Meet to an 11" Chromebook screen. Many of the document cameras across the district will be replaced with higher resolution cameras.	IT Dept	2021-2022	ESSER	$140,000	More engaging and interactive lessons will be observed.

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	Continue building a culture of digital collaboration and connected digital relationships through professional development opportunities (eg. #KYDLC Tech Efficiency) that allows administrators to support and encourage the use of digital tools by staff.	Teachers, administrators, TIS, DTC, District PD Coordinator	Summer of 2021 and continuing throughout the school year	N/A		Seeing increased digital collaboration and digital relationships within the district. Data collected through leadership to see trends or increased usage of tools for collaboration or connected digital relationships
AI-1	Continue to provide the district with guidance and support to help teachers use technology more effectively	Teachers, Administrators, TIS, DTC, District PD		N/a		Survey data (SpeakUp and others) to see implementation of professional learning. Data collected through leadership.

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	in order to deliver new instruction. The district will provide training opportunities allowing certified staff to have the knowledge and capacity they need to provide quality blended, digital, or nontraditional instruction to students, specifically with emphasis on nontraditional instructional day environments (NTI, rotation schedule, or virtual learning). The plan will focus on effective teaching in a distance and remote learning environment. Opportunities may include, but are not limited to, learning to use or improve the use of the following: Google Meet (or a similar program) , Google Classroom, Screencastify, Curriculum-Based STEM implementation into multiple subject areas, to promote streamlined NTI experience with teachers and students. Offer technology coaching opportunities. Provide instructional technology assistance during distance learning, in real-time.	Coordinator				

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)
AI-1	As our device numbers shift toward a 1:1 environment, pd opportunities will be available to help teach teachers to use cloud-based digital lesson delivery in order to be successful in a 1:1 blended/flipped classroom. As we move forward toward a 1:1 initiative, professional development will be personalized accordingly.	TIS, Teachers, Curriculum Coordinators	July 2021-June 2022	N/A	N/A	By continuing to grow the number of teachers and students using cloud-based digital lesson delivery. as determined by data obtained from said service,
AA-2	Edgenuity has been used for		Ongoing			Successful implementation of

	several years to provide our students with quality virtual learning options for 6-12 grade students. Elementary school students will have an opportunity for a more real time teacher directed online instruction. Teachers ensure students are receiving high-quality instruction through a digital learning environment.		throughout the 2021-2022 school year			Edgenuity in 6-12 grades for students that can not participate in in-person instruction. Teachers deliver more real-time, high quality digital lessons in all grade levels.