

# Kentucky Education Technology System

## DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Adair County Schools

**LOCATION** Columbia, KY

**PLAN YEAR(S)** 2023-2024



[www.adair.kyschools.us](http://www.adair.kyschools.us)

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## Planning Team

| District Staff   |   |
|--|---|
| Jason Rector, District Technology Coordinator/CIO        | Dr. Pamela Stephens, Superintendent                   |
| Dylan Claiborne, Network Engineer                        | Sarah Hatton, Secondary Instructional Supervisor      |
| Connie Makranszky, Lead Technician                       | Susan Pfefferman, Elementary Instructional Supervisor |
| Sarah Antle, Digital Learning Coach                      | Jaimie Wisdom, Finance Director/CFO                   |
| Building Staff   |   |
| Sarah Burton, ACPC STC/CRT                               | Carl Shirley, ACHS Innovative Pathways                |
| Breanna Coffey, ACES STC                                 | Sommer Brown, ACES Principal                          |
| Adam Cox, ACMS STC/Teacher                               | Debbie Bradshaw, ACPC Principal                       |
| Rebecca Ungerer, ACMS LMS/STC-Chromebook Manager         | Rodney Morgeson, ACHS Principal                       |
| Jennifer Myers, ACHS STC                                 | Chad Parnell, ACHS Principal                          |
| Brandon Roark, STLP Coordinator                          | Margaret Harden, ACHS Computer Lab Technician         |
| Teresa Giles, ACHS Computer Science Teacher              | Ann Young, Counselor                                  |
| Charles "JR" Thompson, Business Education Teacher        | Shanna Darnell, Career Readiness Coordinator          |
| Additional District Contributors                         |   |
| Alma Rich, Federal Programs Coordinator/Title I Director | Wesley Irvin, Exceptional Education Director          |
| Troy Grider, Board Member                                |   |
| Students   |   |
| Joseph Willis, ACHS Student Intern                       | James Winfrey, ACHS Student                           |
| Other  |   |
| Miranda Rainwater, Parent                                | Cindy Ploss, Parent                                   |
| Glenn Seaton, Community Member/Business Leader           |   |

## 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?***

Continued ongoing goals were successfully met. The Adair County Schools provides the digital learning tools (devices and programs) needed for success in the classroom with the support of integrating 1:1 technology for student instruction. Google Classroom continues to be the primary method for students to use for instructional integration. The district network and WiFi fully supports all instructional and administrative activities, with the WiFi network being upgraded across the district to new equipment. Schools participated in STLP to the best of their ability due to pandemic restrictions. Various Teachers and Administrators continued in Google online training through the online Google Teacher Center in both Educator Level 1 and 2 certifications. The district was able to obtain a DLC position between district funds and KDE reimbursement(s) for at least two years and then will be re-evaluated for continuance.

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

Providing (a) best practices for technology integration to all teachers; and (b) Microsoft Office 365 training. While technology integration strategies by our DLC were shared with teachers throughout the school year, there is a need for this to be done on a continuous basis. More Microsoft training should be conducted and not solely focus on Google as in previous years to provide a more robust ability for Teachers to use Technology both efficiently but also effectively in daily class instruction. Technology is an effective tool for content delivery and it should be integrated and not seen as a separate, additional task. Technology integration training at all levels (beginner to advanced) is a continuous need as we strive to provide our students with the best educational experience allowing all to achieve at high levels.

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

The district has progressed heavily on replacing classroom projectors with interactive panels. That is nearing completion and should be completed district wide by next fiscal school year for removal from the plan as being fulfilled.

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

The greatest need is to ensure that the wealth of digital learning tools (hardware and cloud-based programs) that are available are being used to their fullest capacity for the maximum impact on student achievement, including college and career readiness. There is a need to purchase additional devices and replace those reaching "end of life" as we continue the 1:1 student to device ratio for all grade levels. Funding is an ongoing need as we strive to sustain the successful programs that are already in place, replace outdated equipment, and to seek new tools to meet instructional needs. There is an ongoing need for staff development as new strategies and tools are introduced. There has also been a determination by Instructional Leadership that software product consolidation occurs across the district to reflect on new guidelines or specifics on state standards/regulations which will also save the district money.

## 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?***

The overall plan for the Adair County School District is joined along with the Comprehensive District Improvement Plan (CDIP). Stakeholders collaborate to devise this plan for our district, which includes technology and the implementation of digital learning tools. The technology plan was developed in support of the activities and strategies included in the CDIP and expands upon those to create an all encompassing technology plan that supports all aspects of technology throughout the district. The 2022-2023 technology plan was considered. Feedback was sought from the technology planning team.

### ***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.***

The majority of activities set forth in this plan are a continuation of the successful strategies that have been implemented in past years. We will continue to provide a robust network environment with a refresh of network equipment in our schools along with support necessary to maintain its environment. We will continue to maximize the use of all digital learning tools available to us and to ensure that teachers are provided the necessary training to successfully implement those tools. We will continue to purchase instructional devices for our students toward continuing 1:1 student to device ratio. We will continue to use proven cloud-based learning resources that are research-based and aligned to curriculum standards for differentiating instruction and ensuring content mastery for our students. Plans are to continue purchasing teacher computers for ones reaching end of life and repurposing old teacher computers when available for use where needed (support staff or lab settings). We will continue to provide equitable access to the technology resources needed to meet the instructional and administrative needs of our staff and students. We will continue our districtwide copier lease and centralized printing to copiers. We will strive to continue matching KETS Offers and seek all funding sources in support of this plan. We will continue to build partnerships with the community, higher education, and parents as we strive to provide our students with the best education possible with a successful transition to college and/or career path. All students will be provided the opportunity to participate in STLP activities at school and in regional and state events. We will assure implementation of the new Computer Science and Technology standards and provide training for teachers on the new standards as needed. MAP, STAR and CERT will be used to assess content mastery. All students in grades 6-12 will complete digital Individual Learning Plans (ILPs) using an online platform which is currently being sought by Instructional Supervisors. All teachers will be provided training on the new digital learning portfolio platform as needed. District and school technology leaders will attend various meetings, conferences and participate in webcasts to keep abreast of hot topics and new strategies for utilizing digital learning tools and disseminate information to appropriate staff. Technology professional development will be provided as needed and may include one-on-one, small group, large group, or online sessions. High school students will continue to participate in online college courses for credit or dual-credit with flexible schedules and/or CHIEF nation, which allows them to obtain experience working in their chosen career path, as long as core curriculum requirements are met. The activities outlined in this plan build upon each other to allow us to meet the diverse learning needs of our students, preparing them for college and/or career readiness and ultimately success in life. The DLC and DTC/CIO has determined a need for a new districtwide solution which is being sought to provide online safety training to students in order to meet CIPA compliance and ERate Regulations.

# 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)?***  
We use Speak Up for collecting Student Voice responses

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

## KETS Master Plan Areas of Emphasis

### Connected to the Future Ready Framework

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

Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 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) 

|  |   |
|--|---|
|  <b>AA-1</b>  | Continue to provide nation’s first, fastest, highest quality, and most reliable internet access to 100% of Kentucky’s public schools  |
|  <b>AA-2</b>  | 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 |
|  <b>AA-3</b>  | 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> )  |
|  <b>AA-4</b>  | Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services   |
|  <b>AI-1</b> | 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-2          | Upgrade Middle School network equipment with an awarded service partner as e-rate funding permits.  | DTC-CIO, Network Engineer, Vendor Partner                             | completed by Nov 2024               | Erate General Fund Funds                            | \$24,931.17<br>Erate 85%,<br>\$3,739.68<br>Local | Usage increase for 1:1 devices and other Instructional devices daily while still allowing BYOD when necessary for instructional purposes.  |
| AI-1          | The district will continue to purchase Chromebooks and iPads in continuance of 1:1 student to device ratio throughout the district as needed for maintaining fleet.   | DTC-CIO<br>Title I<br>Director<br>Spec. Ed.<br>Director<br>CTE Coord. | Ongoing                             | KETS<br>Title I<br>IDEA-B<br>Perkins<br>Other Funds | \$95,000.00                                      | Technology Activity report will reflect an increase in student devices for replacing older devices in the fleet.   |
| AI-1          | The district will permit "Bring Your Own Device" (BYOD) in addition to 1:1 towards providing mobile learning environments for anytime/anywhere learning.  | Classroom Teachers  | Ongoing                             | N/A   | \$0  | Increased access to technology resources in the classroom will provide students with an individual learning approach for increased student achievement as evidenced on formative and summative assessments.  |
| AA-4          | Cloud-based programs will continue to be used for administrative and instructional purposes to support the operation of our district and instruction of our students. (MUNIS, Infinite Campus, FinalSite, FrontLine, Microsoft, Google Apps for Education, Clever, Follett Destiny, AR, etc.) | DTC-CIO<br>Network Engineer<br>District & School Admins<br>DLC        | Continued use through June 30, 2024 | General Funds                                       | \$80,000   | Increased productivity and efficiency in business operations as reflected in a decreased turn around time for requests and increased student productivity toward meeting instructional goals in the classroom as reflected in student assessments. |
| AA-3          | WiFi access points will continue to be utilized by students on school buses for   | DTC-CIO<br>Network Engineer   | Ongoing                             | USAC ECF Funds - 1st year<br>General Fund -         | \$0 initial yr.<br>approx<br>\$41,842.44         | Network reports reflect WiFi usage on school buses each day.   |

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|------|---|---|--------------|--|--------------------------|--|
|      | research and school work completion.  | Trans. Director                                     |              | thereafter   | (53 Buses & 3 Mobile)    |  |
| AA-2 | The district will continue to provide in-house technology support, maintenance, and device repairs for all locations and staff throughout the school district.  | DTC-CIO<br>Network Engineer<br>District Technicians | Ongoing      | General Fund   | \$12,000.00              | Timely technology support, maintenance and device repairs will result in increased availability to technology resources as required for instructional success in the classroom and administrative tasks as measured by technology support logs.                            |
| AA-1 | The district will continue to provide high-speed connections between schools and beyond.  | DTC-CIO<br>Network Engineer<br>KETS Team            | Ongoing      | KETS<br>E-Rate<br>Ed Tech Funds (State)                        | \$100,000.00             | Access to high-quality, fast and dependable network/internet connection will result in increased access to online instructional resources with 99% uptime as measured by KETS reports.   |
| AA-2 | The district will continue to provide all schools with <b>equitable</b> access to telecommunications (local and long distance), Internet/network access (fiber, WiFi, and network components) and instructional technology resources (hardware & cloud-based programs) through participation in the e-rate program, federal, state and local technology fund sources. | DTC-CIO   | Ongoing      | KETS<br>E-Rate<br>General Fund<br>Title 1<br>IDEA-B<br>Perkins | \$21,653.46<br>Gen. Fund | Telecommunications, Internet/network access, and instructional technology will be utilized in classrooms/schools for improved communications, instructional opportunities, and student achievement, as measured by phone bills, E-Rate documentation, and purchase orders. |
| AA-2 | District technology staff will reimage and repurpose old teacher computers for student or support staff use when necessary  | DTC-CIO<br>Network Engineer<br>District Technicians | By June 2024 | N/A  | \$0                      | Old teacher computers will be utilized to increase access to upgraded technology resources as evidenced by inventory records and classroom observations.   |
| AA-2 | The district will continue at   | Supt.   | Ongoing      | General Fund   | \$160,000.00             | Ample technology support staff is  |

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|      | minimum the current level of district technology support staff (DTC/CIO, Network Engineer, Lead Technician, 2 Technician)   | Board Members<br>DTC-CIO                                   |              |                      |                                      | required to ensure equitable access to operable technology necessary to complete administrative and instructional tasks for increased productivity and performance in the classroom as evidenced by technology work orders and classroom observations.          |
| AA-1 | The district will continue to utilize a proxy server to block inappropriate websites and to monitor internet activity for safe internet use. All inappropriate activity will be reported to the student's Principal or employee's supervisor for disciplinary action. | DTC-CIO<br>Network Engineer                                | Ongoing      | N/A                  | \$0<br>(Covered by KDE at this time) | Due diligence with monitoring internet activity and blocking inappropriate websites will ensure that our staff and students have the most secure environment possible for utilizing the internet at school, as verified by proxy logs and disciplinary reports. |
| AA-1 | The district will continue to provide anti-virus protection and firewall to maintain a stable and robust network environment  | DTC-CIO<br>Network Engineer                                | Ongoing      | N/A                  | \$0<br>(Covered by KDE at this time) | Antivirus and firewall protection are required to maintain a secure and robust network environment to prevent malicious attacks for increased uptime as verified by KETS reports.   |
| AA-2 | Update/Modify sound system connections in Primary Center classrooms for more dependable connectivity as funding permits.  | DTC-CIO<br>Network Engineer<br>District Technicians<br>STC | By June 2024 | KETS<br>General Fund | \$1,000.00                           | Current sound system wiring has become dilapidated and un-dependable. District determined an in-house solution to be cost effective in longevity usage with existing hardware by minor modifications of configuration.  |










## 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) 

|  |  |
|--|--|
|  <b>AA-1</b>   | Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning ( <i>Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card</i> ) |
|  <b>AA-2</b>   | Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats ( <i>acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering</i> )  |
|  <b>AA-3</b>   | 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 ( <i>annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp</i> )       |
|  <b>AA-4</b> | 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> )  |
|  <b>AA-5</b> | 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   |
|  <b>AI-1</b> | Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the "radar screen" of teachers/staff ( <i>The People Side of EdTech</i> )   |
|  <b>AI-2</b> | Kentucky K-12 Data systems are first-class but we need to do much better with district using the data available to them as well as providing visual data analytic tools allowing the data to be better understood and more interesting to the average person who does not have a technology and data background  |



| KETS AA or AI | Strategy  | Person(s) Involved  | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics)   |
|---------------|---|---|-----------------------|----------------------------|----------------------------|---|
| AI-1          | The DTC/CIO and/or Network Engineer will update the school board and disseminate information to staff regarding the district's data management policy and data breach guidelines and educate them on best practices for data security.  | DTC-CIO<br>Network Engineer<br>STCs<br>Principals             | By August 2024        | N/A                        | \$0                        | An increased awareness of data security policies will result in no data breach occurrences during the school year.  |
| AI-1          | The district will identify all data sets (student and staff information) within the school district and the person responsible for each data set.   | DTC-CIO<br>Dean of Students (DPP)<br>Instructional Supervisor | By September 2024     | N/A                        | \$0                        | Formal identification of the person(s) responsible for each data set in the district will result in increased accuracy and security of all staff and student data.                    |
| AA-5          | The DTC/CIO with assistance from STCs will provide teachers with instructional resources to provide students with internet safety and digital citizenship skills while encouraging them to incorporate lessons throughout the year (Common Sense Media & Digital Driver's License). | DTC-CIO<br>STCs   | By August 2024        | No Funds Required          | \$0                        | Increased integration of digital citizenship/internet safety lessons will result in increased student safety online with less discipline issues as evidenced by disciplinary reports. |
| AA-1          | Provide parents with access to IC Parent Portal to help review and keep updated their household information including contacts.   | Dean of Students  | Annually              | N/A                        | \$0                        | Help decrease the number of manual entry updates by school/district staff. Help keep information current.   |












## 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) 

|   |   |
|---|---|
|  <b>AA-1</b>   | Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services   |
|  <b>AA-2</b>   | 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> )  |
|  <b>AA-3</b>   | 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> ) |
|  <b>AA-4</b>   | 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> )   |
|  <b>AA-5</b> | 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  |
|  <b>AI-1</b> | 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> )   |
|  <b>AI-2</b> | 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> )  |
|  <b>AI-3</b> | 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   |
|  <b>AI-4</b> | See an increased percentage of districts examining which education technology investments are or are not being maximized  |

| KETS AA or AI | Strategy   | Person(s) Involved                 | Anticipated Timeframe | Anticipated Funding Source                | Anticipated Funding Amount | How will you know this is successful? (including metrics)  |
|---------------|--|------------------------------------|-----------------------|---|----------------------------|--|
| AI-2          | This district will continue its districtwide copier lease, printing to copiers and evaluating printer purchases on a case-by-case basis.   | DTC-CIO<br>Principals<br>All Staff | Ongoing               | General Fund<br>School-based<br>Allocated | \$139,290.72               | Cost analysis of printing to copiers as opposed to printers will reflect significant cost savings for printing costs.  |
| AI-2          | The DLC with assistance from STCs and DTC/CIO will provide PD on paperless classrooms and encourage teachers to try this when feasible.  | DLC<br>STCs<br>DTC-CIO             | By October 2024       | General Fund                              | \$150.00                   | Encouraging teachers to utilize paperless classroom strategies will result in increased cost savings that may be used for devices or other necessary expenses as measured by purchase records.   |
| AA-3          | The DTC/CIO will continue to collaborate with all program administrators and seek all funding sources, including local, state, federal, and other grants to ensure that the instructional technology needs are met throughout the district.  | DTC-CIO<br>Program<br>Admins       | Ongoing               | No additional funds required              | \$0                        | An awareness of all instructional technology needs and all possible funding sources in collaboration with all program administrators will help to ensure that instructional needs are met for all students as reflected in test scores and KETS reports. |
| AI-1          | The district will ensure that all technology roles are being met by reviewing guidance from KDE regarding the people-side of technology and identifying the person in charge of each role. If vacant roles are found, work with the Superintendent to ensure needs for the district are met best as possible with funding available. | DTC-CIO<br>Supt.                   | By October 2023       | No additional funds required              | \$0                        | The instructional and administrative technology needs of our district will be best met and the use of technology will be maximized when the people-side of technology is fully addressed as evidenced by job descriptions.                               |

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|              |   |   |  |                              |  |  |
|--------------|---|---|--|------------------------------|--|--|
| AA-3         | The Board will match all KETS Offers of Assistance as received during the 2023-2024 school year.  | Supt.<br>School Board<br>DTC-CIO        | As Offers Are Received   | General Fund<br>KETS         | \$40,000.00<br>(Estimated as KETS Offers unknown at this time) | KETS funds are needed to purchase additional and replace outdated technology devices and network components for enhanced instructional activities and technology proficiency throughout the district, as verified by the budget, purchase and inventory records, classroom observations, and lesson plans. |
| AA-3         | Funds will be allocated for technology needs, maintenance, repairs, and equipment replacement as needed throughout the school year.   | DTC-CIO<br>Supt<br>Finance Director     | By July 2023   | General Fund<br>KETS         | \$20,000.00  | The technology budget will ensure funding is available to purchase necessary items to maintain operable equipment as confirmed by technology budget and purchase records.  |
| AA-4         | District plans to migrate from on-prem server based edition to cloud based version of EStub system connected with MUNIS.  | DTC-CIO<br>CFO<br>Vendor Partner        | By July 2024   | General Fund                 | \$3,000.00   | This would allow the district to eliminate outdated server based systems currently still in operation and replace it with more modern cloud based methods.   |
| AA-4         | Provide parents with access to IC Online Registration (OLR) for parents to enroll their child(ren) and electronically submit district forms as may be required.                       | Dean of Students                        | KDE provided funding for 2 year period and would have to be reviewed to see if District will maintain afterward annually | General Fund                 | \$7,500.00   | Electronic online registration was provided by KDE beginning the FY 2020-21 school year for parents to enroll their students virtually due to COVID. This method saved the district monies from having to produce paper based versions of enrollment packets.  |
| AA-1<br>AA-2 | District assurance for providing technology infrastructure equipment/devices to Preschool areas such as Wireless Access Points and Switches to allow classroom connection for student | PreSchool Coordinator<br>CFO<br>DTC-CIO | Ongoing  | IDEA-B-Pre<br>KERA-Preschool | \$5,313.20   | This equipment would allow connection for the Preschool classrooms to the campus/school network infrastructure to be utilized for classroom instructional devices and equipment. Such devices could include WAPs and Switch for connectivity.  |





|      |  |   |                |         |                |   |
|------|--|---|----------------|---------|----------------|---|
|      | instruction, whereas funding is non-eligible through other funding sources such as KETS, Erate, etc.           |   |                |         |                |   |
| AA-2 | Replace/Upgrade existing districtwide phone system in effort to prevent outdated or antiquated system failure. | DTC-CIO<br>Network Engineer<br>Supt<br>Finance Director | By August 2023 | General | Up to \$80,000 | Replacement or upgrading of such systems will prevent schools and administrative offices to use antiquated or outdated phone equipment that can no longer be purchased any longer such as handsets used in day-to-day operations. |








## 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) 

|   |  |
|---|--|
|  <b>AA-1</b>   | Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication ( <i>districts, vendors, higher-education, regional cooperatives</i> )  |
|  <b>AA-2</b>   | Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts ( <i>Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.</i> )  |
|  <b>AA-3</b>   | Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 ( <i>eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey</i> ) |
|  <b>AI-1</b>  | Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation  |
|  <b>AI-2</b> | 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          | Partner with local law enforcement, family resource/youth services centers, and other experts in the field to provide a community-wide Internet Safety event in an effort to promote online safety for our students by educating parents and the community.   | DTC-CIO<br>Network Engineer<br>SROs<br>Fed. Prog. Coordinator                                    | By October 2024       | General Fund<br>FRC/YSC<br>Title 1 | \$500.00                   | Sign-in sheets and agendas will show participation and content. Disciplinary reports will reflect a decrease in violations of the school district's AUP as parents become more aware of what their children have access to and might be doing online. |
| AA-3          | ACHS will continue to partner with area colleges (LWC, CU, SCC, and WKU) to provide high school students with post-secondary opportunities, such as dual-credit or post-secondary courses (online and face-to-face), to meet their diverse learning interests and needs.  | Instructional Supervisors<br>ACHS Counselors<br>CCR Counselor<br>Innovative Pathways Coordinator | Ongoing               | N/A                                | \$0                        | Access to post-secondary educational opportunities while in high school will prepare students for their college experience, increase student achievement, and meet their diverse learning needs, as measured by participation logs and test scores.   |
| AA-3          | ACHS will continue CHIEF (Completing High School in an Early Format) Nation, an innovative program at ACHS that partners with area businesses to allow career-oriented students who complete high school course requirements by the end of the fall semester with the opportunity to work in their desired career fields. | Instructional Supervisors<br>ACHS Counselors<br>CCR Counselor                                    | Ongoing               | N/A                                | \$0                        | Career-oriented students that have met all high school requirements will gain experience in their chosen field prior to leaving high school, as measured by job performance evaluations.  |

# DISTRICT TECHNOLOGY PLAN

*Adair County Schools*



|      |  |   |              |              |  |   |
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| AA-2 | District and school staff will maintain an up-to-date, districtwide web presence with relevant information and calendar regarding all aspects of our school district via FinalSite web-hosted service.   | DTC-CIO<br>Admins<br>Principals<br>Webmasters<br>Teachers | Ongoing      | General Fund | \$10,202.00 annually after 2021 integration of notification system | District and school websites provide staff, students, parents, and the community with an increased awareness and involvement with the instructional process and school activities as evidenced by website review and participation logs of school events. |
| AA-2 | The district will use a notification system to communicate with parents and local news outlets all pertinent information including school attendance, events, closings, and emergencies.   | Supt<br>DTC-CIO<br>Principals<br>Program<br>Directors     | Ongoing      | General Fund | Integrated with FinalSite Website Services                         | Utilization of a notification system will strengthen communications between home and school for increased preparedness and participation for success in the school setting as evidenced by attendance records and participation logs.                     |
| AA-1 | The District Technology Committee consisting of all stakeholders will meet once per year and communicate (electronically and/or face to face) to gain input, increase transparency, and improve communication regarding the state of technology in our district. | DTC-CIO   | By June 2023 | N/A          | \$0  | Collaboration with all stakeholders will allow us to best meet the instructional needs of our students for increased student success as evidenced by Digital Readiness Survey and test scores.  |
| AA-1 | The District Technology Office has developed and set up a Technology Training Lab in its datacenter for usage of providing Professional Development Training.  | District and School Technology Staff                      | Ongoing      | General Fund | \$0  | Repurposed student desktop computers from classrooms since purchase of Student 1:1 devices to develop a training lab for partnering education in Community Training opportunities.  |











## 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) 

|   |  |
|---|--|
|  <b>AA-1</b>   | Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines   |
|  <b>AA-2</b>   | Continue providing opportunities for students to demonstrate learning connected to and through technology ( <i>empowering students through technology with STLP, IT Academy, etc.</i> )  |
|  <b>AA-3</b>   | 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   |
|  <b>AA-4</b>   | 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> ) |
|  <b>AA-5</b> | Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience   |
|  <b>AI-1</b> | 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                       |
|  <b>AI-2</b> | 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  |
|  <b>AI-3</b> | 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          | District and school leadership will promote STLP for all students and provide technology enrichment activities at each school with the expectation that all schools will participate in various regional and state STLP events.   | DTC-CIO Principals<br>STLP Coordinators<br>DLC                                      | Ongoing               | General Fund                    | \$4000.00<br><br>(Includes STLP Coordinator Stipends) | Student STLP participation logs and success at regional and state events will reflect increased participation with the ultimate goal of increasing technology skills and confidence for these students. |
| AA-3          | The K-12 Computer Science Standards and Technology/Digital Literacy Content Standards will be promoted by disseminating information to all stakeholders (teachers, students, parents, community) and providing support to those who need assistance with implementing the new standards.        | DTC-CIO<br>DLC<br>Instructional Supervisor<br>STCs                                  | By October 2024       | N/A                             | \$0   | An increased awareness of the new standards will help to ensure student mastery of the standards as measured by formative and summative assessments.  |
| AA-1<br>AA-5  | Schools will continue to utilize cloud-based instructional programs for credit recovery and content reinforcement/mastery to provide individualized learning opportunities. (Odysseyware, ALEKS, Study Island, iReady, Moby Max, Lexia, WinLearning, AR, Exact Path, Reading Plus, and others). | Instructional Supervisors<br>Curriculum Coaches<br>Principals<br>Classroom Teachers | Ongoing               | Title 1<br>KETS<br>General Fund | \$75,000.00   | Student performance on classroom and state assessments will increase as a result of utilizing these research-based instructional programs as measured by test scores.                                   |

# DISTRICT TECHNOLOGY PLAN

Adair County Schools

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| AA-4 | MAP (Measure of Academic Progress), STAR and CERT will be used throughout the year to assess content mastery.   | Instructional Supervisors<br>Principals<br>Counselors<br>CRTs<br>Teachers          | Ongoing         | General Fund                              | \$30,000.00 | MAP and CERT testing will provide a means for teachers and administrators to track progress and target academic needs of individual students for increased student proficiency on state assessments.                     |
| AI-2 | "Girls Who Code" will be introduced at all schools and student participation will be encouraged.  | DTC-CIO<br>STCs<br>STLP<br>Coordinators  | By October 2024 | N/A                                       | \$0         | "Girls Who Code" will provide students with the opportunity to boost confidence and deepen their computer science skills for success in the classroom and in post-secondary life (college or career).                    |
| A1-3 | The district will successfully implement all required state online assessments.   | DTC-CIO<br>Network Engineer<br>Instructional Supervisors<br>Counselors<br>Teachers | May 2024        | N/A                                       | \$0         | All (100%) students will be assessed according to guidelines set forth by KDE during their K-12 educational experience.  |
| AA-5 | All K-12 classrooms will be provided with access to Microsoft Office 365 suite, Google Apps for Education (GAPE), and instructional apps (managed by Mosyle) to support instruction.      | DTC-CIO<br>Network Engineer  | Ongoing         | KETS<br>Title 1<br>IDEA-B<br>General Fund | \$15,000.00 | Usage reports (Microsoft, Google Analytics, and Mosyle) will reflect an increased usage of apps.   |
| AA-1 | Equal access to instructional digital content that is aligned to Kentucky's academic standards and digital learning guidelines will provide content enrichment to ensure student success. | DTC-CIO<br>DLC<br>CRTs   | Ongoing         | No additional cost                        | \$0         | Digital content provides immediate feedback to the teacher and student regarding mastery of curriculum standards and ensures content mastery for increased student success in the classroom, as measured by test scores. |
| AA-4 | Individual Learning Plans (ILP) for grades 6-12 will be   | Instructional Supervisors  | Ongoing         | N/A                                       | \$0         | The ILP will provide students with the opportunity to explore  |

# DISTRICT TECHNOLOGY PLAN

Adair County Schools

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|      | completed and stored online on a digital platform.   | DTC-CIO<br>CRTs<br>DLC<br>Classroom<br>Teachers |                    |         |   | interests necessary for success in school and after graduation as is evident by work completed and assessed by the teacher.   |
| AA-4 | The EOP Assessment (formally KOSSA) test will be administered online to determine the proficiency of career and technical education students in their respective career pathway.   | Counselors<br>CTE<br>Coordinator<br>& Teachers  | By May 2024        | Perkins | \$1000  | EOP Assessment (formally KOSSA) test scores will provide evidence of student mastery in their chosen career pathway for college and career readiness.   |
| AA-4 | Teachers will utilize student response systems, and/or other technology applications (Kahoot, etc.) for an immediate measure of student progress toward content mastery.   | Classroom<br>Teachers<br>DLC                    | Ongoing            | N/A     | \$0<br>(Current technology hardware resources will be used) | Teachers will gain an immediate awareness of student mastery of content that will allow them to reteach concepts as needed. Student achievement will increase as measured on formative and summative assessments.   |
| AI-1 | Teachers will continue to incorporate blended learning classroom models for content delivery when feasible.<br><br>Incorporate blended learning classroom models and technology rich project based learning.                               | Classroom<br>Teachers<br>DLC                    | Ongoing            | N/A     | \$0   | The flipped classroom model allows students to utilize digital learning tools to meet their individual learning styles and needs for increased student achievement as measured by lesson plans, classroom observations, and formative and summative assessments throughout the year.                          |
| AI-1 | All students will have the district's AUP explained to them and will receive grade-specific instruction regarding online safety, including social networking and cyberbullying, digital citizenship and digital etiquette during the first | DTC-CIO<br>STCs<br>Classroom<br>Teachers        | By August 13, 2024 | N/A     | \$0   | Increased student awareness of acceptable use, digital citizenship, and digital etiquette will encourage appropriate online behavior and will decrease acceptable use policy violations for increased online safety at school and home as measured by lesson plans, signed AUP forms, participation logs, and |



# DISTRICT TECHNOLOGY PLAN

|              |  |  |         |              |   |  |
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|              | week of school.  |  |         |              |   | disciplinary reports.  |
| AA-1<br>AA-5 | Chromebooks and iPads will be used for anytime, anywhere personalized learning for all students.   | Classroom Teachers<br>DLC  | Ongoing | N/A          | \$0<br>(Teachers will maximize use of digital learning tools provided to them.) | Chromebooks and iPads provide access to content-specific and grade-appropriate content to address the diverse learning needs of our students, including remediation and acceleration, as measured by formative and summative assessments throughout the school year. |
| AA-1<br>AA-5 | Computer labs will be used as needed for whole class digital learning projects and online assessment.  | Classroom Teachers<br>Comp Lab Tech                                | Ongoing | N/A          | \$0   | Students will use computers for research and create products that demonstrate comprehension of content and technology literacy.  |
| AA-5         | Interactive panels will be used, where available.  | Classroom Teachers<br>DLC  | Ongoing | N/A          | \$0   | Interactive learning opportunities provide students with the opportunity to demonstrate their knowledge and teachers with immediate feedback for increased student achievement as reflected on classroom assessments and test scores.                                |
| AA-5         | Each school will continue to use Follett Destiny online library management system to provide students, parents, and staff with access to a 21st century library environment. | DTC-CIO<br>LMS   | Ongoing | General Fund | \$7,686.24  | Students will have access to a 21st century online learning environment that is aligned to core academic standards for increased student literacy and achievement as measured by test scores.  |
| AA-1<br>AA-5 | District/School will continue providing/renewing Adobe Creative Cloud for Enterprise Suite for the High School Media Arts pathway. This program is used for                  | Instructional Supervisors<br>CTE Coordinator<br>Media Arts Teacher | Ongoing | Perkins      | \$2,453.00  | This software suite is used in practical hands-on learning experiences taught in the classroom which prepares students in this career pathway to use various products that are used  |



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|  | instructional purposes to train students in this career pathway for real-world experiences and prepare them for exams relating to this specific pathway. |  |  |  |  | in the field allowing them to gain experience in its usage but also for exams for this pathway. |
|--|--|--|--|--|--|---|



## 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)  |
|---------------|--|--|-----------------------|----------------------------|----------------------------|--|
| AI-1          | The DTC/CIO will survey teachers regarding their need for professional learning opportunities related to digital learning tools. | DTC-CIO<br>DLC                           | Annually by May       | N/A                        | \$0                        | Survey results will be analyzed and taken into consideration when planning PD for digital learning. Participation logs, lesson plans, and classroom observation will reflect the effective utilization of the new technology skills learned. |
| AA-1          | Staff will be trained in the use of the new ILPs platform which is currently being sought for K-12 students.                     | Instructional Supervisors<br>CRTs<br>DLC | By August 2024        | N/A                        | \$0                        | Teachers and administrators will become familiar with the new ILPs process and capable of assisting students and assessing students.   |
| AA-1          | Ongoing professional development activities will   | DTC-CIO<br>Instructional                 | Ongoing               | General Fund<br>Title 1    | \$3000.00                  | Staff participation in need-based, high-quality technology   |

# DISTRICT TECHNOLOGY PLAN

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|      | be provided for staff in various modes (job-embedded, small group, large group, or online) to address the needs outlined in professional growth plans and the digital learning tools survey.  | Supervisors<br>STCs<br>DLC  |         | (Many provided by district staff at no charge.) |            | professional development will increase proficiency in technology and result in more effective integration of technology in classrooms throughout the district as evidenced by classroom observation and lesson plans.  |
| AI-1 | District and school technology staff will attend relevant meetings, regional, state, and/or national conferences, such as KySTE, STLP, and ISTE and participate in OET webcasts and virtual meetings to keep abreast of hot topics and new strategies for implementing digital learning tools in the classroom and disseminate information throughout district. | DTC-CIO<br>Network Engineer<br>District Technicians<br>STCs<br>STLP Coordinators<br>DLC | Ongoing | General Fund<br>Title 1 Funds                   | \$5,000.00 | Increased proficiency in current trends and instructional strategies and the ability to network with peers from other districts in Kentucky and throughout the nation will result in a wealth of new ideas and strategies for meeting the instructional needs of students, as evidenced by certificates of attendance, sign-in sheets, participation logs, and agendas and reflected in lesson plans and classroom observations. |
| AI-1 | The District Technology Office has developed and set up a Technology Training Lab in its datacenter for usage of providing Professional Development Training.   | District and School Technology Staff  | Ongoing | General Fund                                    | \$0        | Repurposed student desktop computers from classrooms since purchase of Student 1:1 devices to develop a training lab for Administrators and Staff.   |
| AI-1 | Continuance for Professional Development Subscription to ITProTV for District Technology Staff in keeping current with latest technical training and updates for professional growth.   | DTC-CIO   | Ongoing | General-Tech                                    | \$1,435.75 | Annual subscription for Technology course library including unlimited practice tests and virtual labs. This training would also prepare district technology staff for professional level certifications.   |



## 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          | Through the use of mobile devices, digital content, and the district's robust wireless network, classrooms will be transformed into personalized, anytime/anywhere learning environments that foster each student's diverse learning needs and style. | DTC-CIO<br>Network Engineer<br>CRTs<br>Teachers<br>DLC | Ongoing               | N/A                        | \$0                        | Classroom observations and lesson plans will reflect the use of digital learning tools in the classroom while student mastery of concepts will improve as measured by formative and summative assessments. |
| AA-1          | Students will be allowed to participate in high quality online/virtual courses according to instructional   | Instructional Supervisors<br>Counselors<br>CCR         | Ongoing               | N/A                        | \$0                        | Demonstration of student success and mastery will be reflected in both course and state assessments.   |

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|      | need (college and/or career readiness path) and with approval by school administration. |           |         |     |     |  |
| AI-1 | Staff will use Google or Microsoft tools to collaborate online on various projects.     | All Staff | Ongoing | N/A | \$0 | Online collaboration tools foster anytime, anywhere access for a more productive workflow. |