Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME	Paris Independent School District
LOCATION	Paris, Kentucky
PLAN YEAR(S)	2026-2027

paris.kyschools.us

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Planning Team

District Staff [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Dr. Stephen McCauley, Superintendent of Paris Independent Schools	Kelly Vice, Director of Technology
Stephanie Harmon, Director of Preschool and Special Education, Director of State & Federal Programs	Amanda Talbott, Finance Officer
Ray Partin, Facilities Director, Food Service Director, School Safety, Student Services & Safety Coordinator	Christy Bargo, FRYSC Coordinator

Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Dr. Leann Pickerill, Principal Paris Elementary School	Monica Ballard, Principal Paris Middle School
Dr. William Wade, Principal Paris High School	Michael Seither, LMS Paris MS/HS
Michele Sturgeon, LMS Paris Elementary School	

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Angela Plummer, Board Chair	Janice Shepherd, Board of Education member
Kelly Catlett, Board of Education member	Bruce McDonald, Board of Education member
Louie Emmons, Board of Education member	
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 strategies from last year went well?

Continuing to address aging machines by replacing the devices with iMacs acquired via Dataseam trainings.

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

Our district encourages and provides the necessary resources to ensure that our staff knows how to use new and existing technologies to improve student academic and career. However, an annual technology course for new staff should be developed as part of new staff on-boarding to ensure that all staff get the most out of the G-Suite and their Chrome devices. We need to consider adding more opportunities for STEM instruction at all grade levels and add annual KY Digital Driver's License for students in grades 3 to 12.

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?

The district needs to consider adding staff at the school level to support the full implementation of Computer Science standards approved by the Kentucky Board of Education in the fall of 2018. This could include: converting a space in each school as a STEM lab, providing computer literacy instruction through the media center or in the special rotation at each school. Of course this depends on the availability of funding and staff. The implementation of Digital Learning Coaches at each building to expand digital learning of classroom teachers.

Increase the capacity of our staff and students by offering Google Certification to interested staff. Increase the capacity of our students and staff by offering Google Certification for students through their visits to the media center. Continue supporting the Esports program by having a dedicated Middle School coach in addition to the High School coach. Secure funds for "makerspaces" in media centers and provide students with an opportunity to explore high tech fields as a career choice.

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?
In order to implement a comprehensive district technology plan for the safe, effective integration of technology that will provide appropriate guidelines for acquisition, training, and support for staff, students, and the community, the following steps were taken:
• Survey and research the most effective practices for technology integration in schools.
• Provide adequate technology resources to support students, staff, and community.
• Utilize Professional Growth Plans of district employees to determine professional development needs, and then provide that training for district employees to equip them with the knowledge of ways to integrate technology into their instruction of Core Standards.
• Update the Paris Independent Schools Technology plan annually, based upon evaluation data, research, and committee review.
• Disseminate information to assist faculty and staff in purchase of home computers and software.
• The technology department will provide consultation to the Family Resource Center on support and technical purchases.
• Professional Development Training for district employees enabling them to utilize digital communication with parents, students, and community members.
• Update and maintain the district's web presence to include relevant information to the school community and solicit feedback from the community.

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.
We will address aging machines by replacing the devices with Apple iMacs acquired via Dataseam trainings. Another major activity will be to adopt and teach using the new Computer Science Standards, which will have a clear focus on student technology literacy. Both of these major activities will help us to tighten up our focus on how our technology is used to deliver the curriculum through instruction and maintaining our technology infrastructure.

610 (Lenovo 100e Gen 2 AST via Trafera) Chromebooks in our fleet the warranty and accidental device replacement ended on 12/31/2024. We are seeing several more Chromebooks damaged each year. Previous year (2023-24) we had a total of 284 damaged Chromebooks (https://lookerstudio.google.com/s/vVmLOvw6cmA). Last year (2024-25) we had a total of 363 damaged Chromebooks (https://lookerstudio.google.com/s/jq_waVlqWDU). If current paces are kept each year we will spend around $15,000 in parts repairing our current device fleet per year. This is not figuring in the time it takes to repair all of these devices. We will need to replace all Chromebooks and purchase warranties for those devices. Our fleet of Lenovo 100e Gen 2 AST Chromebooks will be 5 years old in August 2026 when we were awarded them via the ECF Device Grant. Our fleet of 200+ HP Chromebooks were purchased in 2019, so they are around 7 years old. Chromebooks generally have a 4–5 year physical lifespan in intense environments such as schools. We will need to replace all Chromebooks due to age and wear and tear. Leasing 850 Chromebooks with warranty will be our best option for our next replacement cycle. We can then keep several working Chromebooks for a loaner pool and then use buy back programs for the rest to get return on our investment.

Teacher/Staff Chromebooks are falling into the same category of age. Teachers have been complaining about their Chromebooks becoming slower over time. These devices are actually older than most of our Chromebooks students use on a daily basis. Since staff are used to using Apple MacOS on their desktop I would recommend that we purchase 13" Apple MacBook Neo's (Educational Cost $499). We can purchase these with AppleCare (3-Year AppleCare+ for Schools $109) for any issues/damages that may occur with staff usage. We have had very few staff damaged devices over the past 5 years. Chromebooks that are 14" are similar in price ($489) if not more expensive and the MacBook Neo has double the processing power.

Student Voice

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

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

We will use surveys created by the school to determine accessibility, usefulness of investment in Chromebooks and software for intervention and enrichment.

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

- Time on task using technology to include Chromebooks and personal devices
- Access to the Internet when away from school
- Project-based Learning that is enhanced by technology to include critical thinking, collaboration, communication, and solving complex problems
- Time on task using technology in the classroom? At home?
- Reliability of devices provided by the school
- 24/7 access to school technology

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

The Future Ready Framework identifies eight Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 44 Areas of Emphasis connected to the Future Ready Framework and are categorized as either *1) Acceleration Area (AA) or 2) Growth Opportunity Area (GO).* The "acceleration areas" are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The "growth opportunity areas" address improvement targets for the Master Plan.

Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 44 Areas of Emphasis of the KETS Master Plan. Any strategy that involves Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.

Collaborative Leadership

Future Ready Gear

KETS GUIDING PRINCIPLE – Collaborative leadership creates a shared vision of digital teaching and learning, an environment of collaboration (where partners make stuff together), encourages embracing innovation and empowerment, and a culture of evidence-based systems and processes.

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

AA-1	Continue to use structures providing opportunities for feedback from shareholders and evidence of how KETS systems and processes are working or not working (360 feedback, CIO Summit)
AA-2	Continue the fostering of strategic partnerships and collaborations among educational institutions, technology companies, policymakers, and community organizations. Develop networks that facilitate knowledge exchange, collaborative research, and resource-sharing to promote innovation and address common challenges in education technology.
AA-3	Continue the recognition and support for the crucial role of teachers as leaders in educational technology integration. Provide professional learning opportunities and resources that enable teachers to develop expertise in leveraging technology to enhance instruction and student engagement.
GO-1	Improve collaboration among educators, technologists, administrators, and researchers to foster a holistic approach to education technology development, implementation, and evaluation. Encourage open channels of communication and provide platforms for sharing best practices, ideas, and resources across different disciplines and institutions.

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Attending the CIO Summit and submitting KETS Top 5 Feedback	DTC/CIO	Annually	General Funds. KETS funds	KySTE Conference Fee	
AA-3	Dataseam Apprenticeship Program	DTC/CIO, High School Principal	Annually/Bi-Annually	Not Applicable	$0	Students accepted into the program will graduate with DOL Department of Labor) Certificate of Apprenticeship

Robust Infrastructure & Ecosystem

Future Ready Gear

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

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

AA-1	Continue to provide nation's first, fastest, highest quality, and most reliable and secure internet access to 100% of Kentucky's public schools
AA-2	Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments
AA-3	Continue to provide digital equity and foster a culture of digital connectedness for students and staff by ensuring access to a 1:1 device assignment, prioritizing mobile devices over traditional computer labs, and providing consistent Wi-Fi coverage throughout schools. This approach emphasizes always-on, everywhere seamless digital opportunity and access, and includes an emphasis on empowering schools/districts to have a full understanding of digital access beyond the campus

AA-4	Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services
AA-5	Continue to implement efficient and effective interoperability strategies with statewide, districts, and schools EdTech systems and platforms (including integrations and seamless data exchange). Interoperability strategies aim to enhance user experiences and drive administrative efficiencies with education technologies.
GO-1	Improve responsive EdTech support systems by securing leadership positions designed to make decisions to improve teaching and learning through technology integration. This role outlines the district's vision for education technology, implements digital learning strategies, and ensures that technology resources align with students' learning needs. Responsibilities and expectations are primarily focused on understanding the educational needs and challenges of the district with a "seat at the table." Responsibilities would likely include influencing district-level budget conversations, leading planning efforts, research, procuring state and federal program funding, and establishing overall direction and vision of using technology for school efficiencies and instruction/learning.
GO-2	Improve formal cycles for review, refresh, and replacement - ensure upgrades, additions, and when called for, sunsetting/eliminations in a timely, environmentally responsible and proactive manner of devices, infrastructure, and digital tools and resources. Where possible, teams make concerted efforts to automate systems to drive effectiveness and efficiency. (This is also connected to budget gear)

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-3	Continue to maintain the 1:1 Technology initiative at the elementary, middle and high school level by purchasing replacement devices to maintain the fleet. Add additional devices as funds permit.	BOE, Superintendent, Assist. Superintendent of Instruction, building Principals and DTC	Acquire new devices each year in July	Federal Program grant funding, school-based funds and General fund and other sources	$48,000	Students will continue to have access to 1:1 devices with minimal downtime. Chromebook replacement cycle
AA-3	Maintain and continue updates to the District's wireless network by updating remaining CAT5 cabling in network closets.	DTC/CIO	Completed by June of 2027	General Funds	$2,000	Ensure 100% of District spaces have sufficient network drops to connect devices.
AA-3	Purchase Network equipment Maintenance Agreements (Switches, APs, Wireless Controllers & Other Network Hardware)	DTC/CIO	Completed by August of 2027	General Funds. KETS funds	$2,000	Ensure 100% of District spaces have sufficient wireless bandwidth to ensure productivity.
GO-2	Replace older staff desktops with iMacs from Dataseam trainings	DTC/CIO	Completed by August of 2027	General Funds. KETS funds	$5,000	Staff will have devices that will have the ability to further the education of our students

Data Security, Safety, Privacy & Use

Future Ready Gear

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

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

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Review all technology related policies regarding the collection, use and dissemination of data	Superintendent, Assistant Superintendent, building Principals and SBDM Councils, DTC/CIO	Completed by July 1, 2027	Not Applicable	$0	100% of all policies/procedures will be evaluated and updated as needed.
AA-4	Continue to migrate key administrative functions to cloud-based functions. (Voice mail, back-up of hard files) by training staff in the use of Google Drive tools	Assistant Superintendent, DTC, building principals, teachers.	Completed by January 2027	Not Applicable	$0	100% of staff will have access to Google Drive to maintain back-up files of critical documents.

Budget & Resources

Future Ready Gear

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

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

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

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Collect and analyze network security data including network traffic, student use and content filter reports. Provide & maintain Transparent Proxy Services to allow any network capable device to access our wireless network and to provide filtering of inappropriate network traffic	Building Principals, Faculty/Staff and DTC	On-going	Not Applicable	$0	The Kentucky Department Of Education provides Lightspeed hardware and services for this purpose at no cost to Kentucky school districts. Software needed to support student engagement included in the previous section.
AA-3	Provide funds to support the maintenance of district hardware and software	DTC/CIO	On-going	General fund, KETS funds and other sources	$35,000	Update/replace aging hardware and software;Utilize maintenance and software agreements to keep devices/software up to date
AA-5	Implement Digital Driver's License for all students in grades 3-12	Superintendent, Building principals	By October of each year.	General fund	$0	100% of students in grades 3-12 will participate in Digital Driver's license training each year.

Partnerships

Future Ready Gear

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

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

AA-1	Continue to build trusted relationships with shareholders (families, districts, partners) to increase engagement, outreach, and connecting classroom experiences outside of school. *(districts, vendors, higher-education, regional education cooperatives, KET, KyVL)*
AA-2	Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts *(Webcasts, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.)*
AA-3	Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 *(eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey)*
GO-1	Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation, especially in regard to student project-based demonstrations of technology competencies; get more students on college/university campuses while they are a K-12 student. Encourage postsecondary institutions (as well as other partners) to host STLP events and/or fully maximize the opportunity to showcase the university and its programs while students are on campus
GO-2	Improve access to resources and professional learning for district-based online/virtual and remote learning programs to engage in continuous improvement in order to create high-quality online learning experiences for students

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Update district website, social media pages and local news outlets with information about District and School level initiatives	BOE, Superintendent, Assistant Superintendent, Building Principals and DTC	Updated website by July 1 of 2027	General Fund, KETS or other sources of funding	GF Phone Services $12,034.46 SchoolinSites Website Design & Support GF $1,600.00 School Messenger GF 1,700.00	Ease of website navigation, ability to have multiple web authors and editors. Maintain updated phone systems and updated one-call services.
AA-3	Provide students with the opportunity to obtain Industry Certification in technology by purchasing devices that can be used to set up the Computer Science/Information Technology (CS/IT) Academy (formally known as Imagine Academy) in the PHS Media center.	School Principals, Guidance Counselor, Media Specialist, DTC	July of 2027	General Funds, KETS and Funding from the Department of Education	$4,000 plus the .3 staffing allocation for Media Specialist	10 students per year will have access to free vouchers for industry certification in Technology.

Digital Curriculum, Instruction & Assessment

Future Ready Gear

KETS GUIDING PRINCIPLE – A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards (KAS). A robust digital environment provides students with the opportunity to assess their own learning/progress towards mastery of content/skills or utilize instructional technology to provide timely feedback that moves learning forward. Digital curriculum and instruction can also provide students the opportunity to create digital products showcasing a deep understanding of core competencies of every subject, demonstrating mastery of Kentucky Academic Standards for Technology, and utilizing digital collaboration tools that provide a realistic connection to postsecondary and career readiness.

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

AA-1	Continue to provide access to high-quality learning experiences which further aligns to the Kentucky Digital Learning Guidelines
AA-2	Continue to promote, for ALL students, the use of Kentucky-approved/adopted Kentucky Academic Standards (KAS) for Technology, KAS for Computer Science, and KAS for Library Media Learning *(all based on national and international learner standards)*
AA-3	Continue providing opportunities for students to demonstrate learning connected to and through KAS for Technology, KAS for Computer Science, and KAS for Library Media Learning *(empowering students through technology with STLP, CS/IT Academy, etc.)*
AA-4	Continue to provide efficient and effective access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students, and make curriculum decisions *(online formative assessment tools, interim based assessments, and summative assessments)*
AA-5	Continue to provide districts/classrooms access to high-quality and effective digital instructional materials through an equitable and robust digital experience
AA-6	Continue to support teacher efforts in taking ownership of digital citizenship skills and educating their students in the same skills to foster a responsible, safe, secure, and empowered digital learning environment.

AA-7	Continue to play a vital role in implementation of summative online assessment and school report card
AA-8	Continue to create a closer connection with Career and Technical Education to explain computer science career pathway offerings specifically related to computer programming/coding and increase valuable industry-level certifications and exams available through the CS & IT Academy
GO-1	Identify high-quality digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students
GO-2	Encourage, engage, and empower the safe and responsible uses of Artificial Intelligence (AI) into school efficiency and the learning space by teachers and students (ensuring humans remain in the loop with strong AI implementations)

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Provide students with access to online learning opportunities across the curriculum through project-based learning, digital software and by use of instructional devices	Assistant Superintendent of Learning, School Principals, Teachers and staff	Implemented each year	General Fund, KETS funds, Federal Project Funds and other sources of funding	$50,000	Students will demonstrate growth in reading and math as demonstrated by assessments.
AA-3 AA-8	Provide opportunities for students to complete the technology pathway through a partnership with Harrison County CTE or self-directed through the Computer Science/Information Technology (CS/IT) Academy.	Director of Transportation, Principal, Guidance counselor	Implemented each year	Funding provided by the Kentucky Department of Education and supplemented with General Fund money.	Amount varies	100% of students who want to complete a technology pathway will have the opportunity to do so in person or online.
AA-4	Continue using online assessment tools such	Assistant Superinte	Completed three times	General Fund, Federal	Amount	Progress Monitoring to Measure Academic Growth is reviewed 3

	iReady, FastBridge, iXL and CERT to monitor student progress	ndent of Instructio n with building Principals	per year	Project funds and other funding sources	varies by year.	times a year following assessments.
AA-6	Implement Digital Driver's License for all students in grades 3-12	Superinten dent, Building principals	By October of each year.	General fund	$0	100% of students in grades 3-12 will participate in Digital Driver's license training each year.

Personalized Professional Learning

Future Ready Gear

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

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

AA-1	Continue building a culture of digital collaboration and connected digital relationships that allow administrators to support and encourage the use of digital tools by staff for professional learning
AA-2	Continue to promote and support the design and implementation of coaching models as a high-quality professional learning strategy (digital learning coach network, STLP coach network, etc)
GO-1	Provide districts with guidance and support to determine the learning needs of teachers resulting in high-quality professional learning opportunities related to digital curriculum and learning tools

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Provide opportunities for staff to participate in Professional Learning as it is related to the integration of digital tools and data collection for improvement of learning.	Assistant Superintendent of Instruction and Building Principals	Yearly	General Funds Title 1 Funds and Perkins Funds	$10,000	Positive observation by Principals in the use of instructional technology as noted in walk-through observations.
AA-1	Paris 2.0 Program Teacher & Principal	Assistant Superinten	Yearly	General Funds Title 2	$6,000	Positive observation by Principals in the use of

	Training	dent of Instruction and Building Principals		funds and other funding sources		instructional technology as noted in walk-through observations.
AI-1	Digital Learning Coaches	Assistant Superinten dent of Instruction and Building Principals	Yearly	General Funds Title 1 Funds and Perkins Funds	$3,000	The use of teacher digital learning of classroom teachers increases

Use of Space & Time

Future Ready Gear

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

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

AA-1	Continue to provide guidance, support and resources for districts in the development and application of high-quality online, virtual, and remote learning programs as well as implementation of learning management systems
GO-1	Educate and support districts in the implementation and facilitation of digital learning tools and portable/mobile technologies that foster everywhere, all-the-time, always on, and 'always on you' access for staff and students

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Continue the expansion of online Learning management systems by using Google tools and TLP Education Resources which provide learning anywhere, anytime access to the curriculum for students and staff.	Assistant Superintendent of Instruction and Building Principals	Implemented yearly	General Fund, KETS funds and other funding sources	$0	Increase the number of students who score proficient and/distinguished across the district.
AA-1	Establish a STEM lab	Assistant Superintendent of Instruction and Building Principals	Completed by July 1 of 2027	General Funds Grant money, Federal project funds and other sources such as the Paris	$4,000	Increase the number of students who score proficient and/distinguished in Science/Math

				Education Foundation.		
AA-1	Provide hardware and software to develop a media rich makerspace at each school	Assistant Superintendent of Instruction and Building Principals	Completed by July 1 of 2027	General Fund, KETS funds and other funding sources	$15,000	Student published media content will be shared online and through other communication venues.
AA-1	Empower students to establish a student help-desk for basic technology repairs	Assistant Superintendent of Instruction and Building Principals, DTC	Completed by July 1 of 2027	General Fund, KETS funds and other funding sources	$5,000	More students will enter and complete the Technology pathway.
AA-1	Replace the outdated 21st Century classrooms (1st Generation SMART board) with updated interactive touch screen, TVs, or projectors	BOE, Superintendent, Assistant Superintendent of Instruction and Building Principals, DTC CIO	Completed by July 1 of 2027	General Fund, KETS funds and other funding sources	$75,000	Increased student engagement as observed by building Principals. Improved instructional outcomes in reading, math, science and social studies.