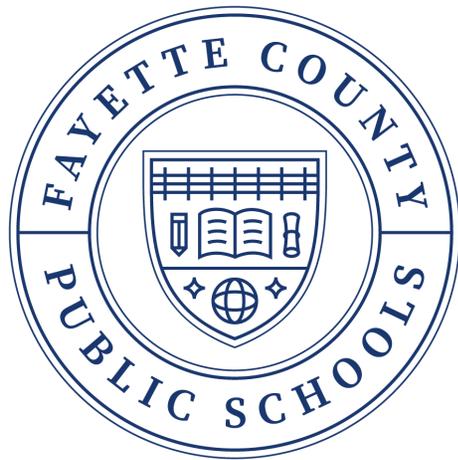


# Kentucky Education Technology System DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Fayette County Public Schools

**LOCATION** Lexington, KY

**PLAN YEAR(S)** 2024-2026



<http://www.fcps.net>

Last update: April 2025

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## Planning Team

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## 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?*

- Reviewing Navigator with OAS and making enhancements for relaunch in Summer 2025
- Continuing with the TMobile 10000 project to provide hotspots to students
- Audio Enhancement Project is on track. All schools, except those in construction, will be completed in 25-26.
- All schools will have updated phone systems by 25-26, eliminating the use of POTS lines, with cellular backup in place.
- Data Department launched public dashboards around Community Transparency & Accountability.
- Launched the FabLab, a remote 3D printing service, that provides equity and opportunities for students in the area of 3D design.
- Epic eSports grew to over 30 schools and 400 participants for the 24-25 school year.
- Digital Learning Coaches have increased the number of teachers supported this year as compared to past years with most interactions being in person or through co-teaching/modeling.
- AI Committee released a guidance document in Fall 2025, which led to training for district leadership, district departments, school leadership, teachers, and students. Rolled out Google's Gemini for high schools students in February 2025.
- Software Governance rolled out across the district. Hardware Governance will be launched Summer 2025.

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

- Funding for chromebooks was cut for the 25-26 school year. Looking for alternative ways to prolong the life of our devices outside of the 4 year replacement cycle.
- Continue to expand digital forms, but looking at other providers and options because Adobe Sign was unable to meet all of our projected needs

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

- SpeakUp has been identified as the new student voice tool and will be used in 2025-2026.
- Girls Who Game has been wrapped into a new initiative called Epic Esports.

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

- Implementation of Rapid Identity (CUES project)
- Translation of parent-tools in IC into the top languages spoken by families
- Align digital citizenship programming across the district to the updated KDE Beyond Proficiency library guidelines.
- Continue to develop and support the eOS platform to track PBIS work, behavior management, and increase classroom efficiency

## 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 planning team reviewed the first year of the current plan to determine what items were on-going, had been completed or needed to be adjusted. Then we added new items that we want to address in 2025-2026 in order to update the current two year plan.

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

### Curriculum and Instruction Integration:

- The **Navigator Elevate, and eOS platforms**, along with continued support for **Canvas** and **Google Classroom** will provide teachers with readily available resources and tools to enhance lessons.
- **Professional development** on integrating **KAS for Technology** and leveraging technology to improve instruction will equip teachers with necessary skills.
- **DLC coaching** will continue to provide support to teachers in integrating technology effectively into their curriculum.

### Student Technology Literacy:

- **1:1 Chromebooks** and continued access to **internet** will ensure all students have the devices and connectivity to develop digital skills.
- Initiatives like the **Kloiber Foundation partnership, STLP, STEM** and **eSports programs** will expose students to technology-related careers and opportunities.
- **Updating the digital citizenship curriculum** will ensure students are equipped to navigate the digital world safely and responsibly with a new emphasis on effective and responsible use of AI tools .

### Professional Development:

- Relaunch and training on the **Navigator platform** will help teachers access and utilize curriculum resources effectively.
- Continued training around the **effective and responsible use of AI tools** for staff and students will help prepare students for post secondary work and provide staff with tools to improve efficiency.
- Increased **DLC coaching** capacity will offer more personalized support for teacher development.

- Collaboration between departments will create a more cohesive approach to supporting teachers in technology integration.

## Technology Infrastructure:

- Maintaining the **wired and wireless network** ensures a reliable foundation for technology use.
- **Continuing with cloud-based services** reduces reliance on local hardware and simplifies maintenance.
- Upgrading the **phone system** will improve communication and provide emergency backup.
- **Monitoring school and district purchases** reduces redundant spending and ensures efficient use of resources.
- Establishing a **hardware governance system** will provide oversight for technology purchases.

Overall, these activities demonstrate a comprehensive approach to integrating technology into the educational experience. By focusing on both professional development and providing the necessary infrastructure and tools, the district is well-positioned to enhance curriculum and instruction, and equip students and staff with the technology skills they need to thrive in the digital age.

## 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)?*

In January 2025, we administered the Speakup Survey to students in grades 3-12, teachers, and administrators.

*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.*

- Grades 3-5: 85% of students want a Chromebook or tablet for every student to use at school, which supports our 1:1 initiative.
- Grades 3-5: Significant interest in coding sites/apps (57%) and digital/video/online games (53%) for learning, supporting eSports initiative and support of providing teachers with readily available resources and tools to enhance lessons.
- Grades 6-8: Chromebooks/tablets (53%), tools for student-teacher communication (51%), and media creation tools (47%) rated as most helpful, supporting 1:1 initiative.
- Grades 6-8: Varied views on AI use, with concerns about cheating for essay writing but less so for outlining. This supports enhancing our support around the AI roll out, particularly with students.

## 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 37 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 37 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-3	Utilize data from the Hanover technology study and other resources to determine overall areas of need for Professional Learning and implement an annual professional learning plan to enable teachers to leverage technology to enhance instruction and student engagement.	AD-OIT	Ongoing through June 2026	Title IV, KETS	dependent on need	Annual professional learning plan implemented
GO-1	Continue the development and support of the Navigator platform to increase collaboration and provide teachers access to district curriculum resources and supported digital tools.	Supervisor of Software Development; AD-OIT	Ongoing through June 2026	General Funds	dependent on need	Updated materials relevant to new curriculum resources; current information related to digital tools



**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, sunseting/eliminations in a timely, environmentally responsible and proactive manner of devices, infrastructure, and digital tools and resources. Where possible, teams make concerted efforts to automate systems to drive effectiveness and efficiency. (This is also connected to budget gear)

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Maintain internal wired and wireless network.	DOT; ADT-Tech Support	2024-2026	KETS General Fund E-Rate	\$900,000/yr	Uptime and decreased reports of bandwidth concerns
AA-3	Continue offering home internet access to students who qualify for free/reduced meals through cellular hotspots or other access.	Technology Acquisition Manager	2024-2026	TMobile Project 10 Million; General Funds	\$50,000/yr	Monthly usage reports of hotspots
AA-3	Continue providing 1:1 Chromebooks for students on a 4 year replacement cycle and staff mobile devices on a 5 year replacement cycle	DOT; AD-TS; Tech Support Team	2024-2026	KETS; General Fund	\$5,000,000/yr	Device utilization rate; infrastructure performance; teacher/student feedback on technology use
AA-4	Continue using and promoting cloud-based services such as ERP, Infinite Campus, Office 365, Google Workspace for Education, etc.	DOT, AD-TS, AD-OIT, AD-SI	2024-2026	General Fund, KETS	\$2,000,000/yr	Usage metrics from respective programs; helpdesk tickets
AA-4	Continue to review options for possible expansion of digital forms and signatures to encompass district and school level student forms.	DOT; AD-SI; AD-TS	2024-2026	General Fund	\$130,000/yr	Current paper-based forms will be transitioned to digital and tracked in IC as needed.

AA-5	Identify ways to increase efficiency and automate systems (eCurriculum, account maintenance, etc.)	AD-TS; AD-SI; Supervisor of Software Dev.	2024-2026	General Fund	dependent on need	SOP's describing improved processes; implement use of Rapid Identity (CUES project) for staff and student accounts
GO-2	Complete and maintain standard technology classroom equipment through the continued install of Classroom Audio Systems and replacing IFP's as needed.	AD-TS	2024-2026	General Funds; District Facility Plan Funds; Grant	\$100,000/yr for IFPs; \$4 million to finish audio (as funds available)	All classrooms have a functional IFP with a computer.  All classrooms have the classroom audio system.
GO-2	Upgrade existing phone system district wide to eliminate the use of POTS lines and provide a cellular-based back up in schools in case of emergency	DOT; AD-TS	2024-2026	General Fund	\$750,000	All locations will be on upgraded system and POTS lines will no longer be used.



**Data Security, Safety, Privacy & Use**

*Future Ready Gear*

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

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



**AA-1**

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



**AA-2**

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



**AA-3**

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



**AA-4**

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



**GO-1**

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



**GO-2**

Improve and enhance the tools available to maximize the use of data through enhanced reporting, tools that help improve data quality, and visual data analytic tools. Kentucky K-12 data systems are first-class, and we need enhanced tools to create a more usable and more interesting story for the average person who may not have a technology and data background.

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Evaluate content filter options to ensure we are providing the highest level of student protection possible across device types.	DOT; AD-TS	2024-2026	General Fund; KETS; KDE	N/A	All devices provided to students are fully filtered regardless of browsing source
AA-3	Collect feedback from staff and students regarding technology usage with the SpeakUp survey	DOT	2024-2026	General Fund	N/A	Data is collected at least annually from a representative sample of staff and students
GO-1	Collaborate with Information Security Department to continue maintaining software tools in the Navigator site, which hosts a repository of district-approved tools that adhere to data privacy standards.	Technology Acquisition Manager; Information Security Manager	2024-2026	N/A	N/A	Navigator is up to date with a list of tools that are approved for use.
GO-2	Continue to innovate visualization of data to assist in decision-making.	Chief Information & Analytics Officer; Dir of Data Process & Management	2024-2026	General Fund	Dependent on need	Increased usage of data visualization tools and creation of new tools as needed
AA-2	Determine and implement more secure standards for student passwords	AD-TS	2025-2026	N/A	N/A	Updated student password requirements are in effect



**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 capitol 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)
GO-2	Identify opportunities to reduce printing and copier expenses	Technology Acquisition Manager; Tech Support team	2024-2026	N/A	N/A	Printer/copier data dashboard for usage
GO-4	Continue monitoring of school and district purchases related to technology to ensure purchasing best practices, accurate coding, and to reduce redundant purchasing of online subscriptions.	Technology Acquisition Manager	2024-2026	N/A	N/A	Maximize budgetary efficiencies
GO-4	Develop and implement software/hardware governance committee to evaluate school and district purchases.	Technology Acquisition Manager; DOT	2024-2026	N/A	N/A	Purchasing guidelines are developed and a process is established for approval of software/hardware purchases.

 **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	Continue partnership with Kloiber Foundation in support of STEM curriculum/resources, teacher collaboration, and CTE.	DOT; AD-OIT; District STEM Learning Coaches; Director of CTE	2024-2026	Kloiber Foundation	N/A	Monitor student engagement in STEM activities and monitor data over time; track the number of teachers who participate in PD; solicit feedback from students, teachers, and Kloiber Foundation representatives on the effectiveness of our partnership to guide future improvements.
AA-3	Continue partnership between FCPS and UK for eSports and gaming programs (ie. EPIC Esports) to expose students to careers and opportunities through competition, events, etc.	DOT; AD-OIT; District STEM & Digital Learning Coaches	2024-2026	General Funds; Lexmark Grant	\$5,000	Participation rates, survey feedback
AA-1	Translate IC parent-facing tools into the top languages spoken by families	AD-SI; Systems Integration support team; EL staff	2025-2026	General funds	\$10,000	Increased engagement from multi-lingual families



**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.

 <p><b>AA-7</b></p>	<p>Continue to play a vital role in implementation of summative online assessment and school report card</p>
 <p><b>AA-8</b></p>	<p>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 &amp; IT Academy</p>
 <p><b>GO-1</b></p>	<p>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</p>
 <p><b>GO-3</b></p>	<p>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)</p>

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 development and support of the Elevate platform in support of student ILPs and monitoring of a Portrait of a Graduate.	DOT; Sup. of Software Dev.	2024-2026	General Fund	N/A	Track usage data over time; number of students completing badges
AA-2	Continue to inform and promote the integration of KAS for Technology and Library Media Learning into classroom instruction for all students through DLC and STEM coaching, library support, Lending Library materials, and professional learning opportunities.	AD-OIT; District STEM & Digital Learning Coaches; Sup. of Library & Information Resources	2024-2026	General Fund, KETS	\$50,000	Record of teacher/school support, professional learning opportunities, Lending Library checkouts
AA-2	Continue offering and providing support for special	DOT; AD-OIT; District STEM	2024-2026	General Fund, KETS	\$100,000	Monitor student participation and track data over time; solicit

	student programs and events such as SPARK, STLP,, STEM Bus, EPIC eSports and districtwide Minecraft challenges	& Digital Learning Coaches				feedback from teachers, students, and program partners on program impact with regard to student learning and engagement.
AA-3	Continue support and improvement of ROIS Dashboard to provide schools with tools to disaggregate all students MAP and demographic data for instructional needs and training purposes.	Chief of Information & Analytics; Data Team	2024-2026	N/A	N/A	Track data usage.
AA-6	Review and revise digital citizenship instruction to integrate AI literacy for students and staff while also incorporating recommendations from the Hanover study.	AD-OIT	2024-2026	N/A	N/A	Digital Citizenship resources provided to schools will be updated. Annual school plans will reflect AI literacy component.
GO-3	Develop AI Guidance and training resources and implement professional learning opportunities for best practices in teaching, learning, and operations.	DOT; AD-OIT; AI Guidance Committee	2024-2026	General Fund, KETS, Title IV	\$50,000	AI Guidance document, training resources and training opportunities are developed and made available. Training opportunities from outside providers/conferences may be leveraged.
AA-6	Align digital citizenship programming across the district to the updated KDE Beyond Proficiency library guidelines.	AD-OIT, Digital Learning Coaches; Sup. of Library & Information Resources; District Library Media	2025-2026	Training credit through ALP/Dell; general funds	\$5,000/yr	Annual school digital citizenship plans; SpeakUp survey data

		Specialists				
AA-4	Continue to develop and support the eOS platform to track PBIS work, behavior management, and increase classroom efficiency	Supervisor of Software Development	2025-2026	General fund	\$10,000	Usage data across all schools



**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	Establish a unified definition of “use of technology” and/or “technology integration” to align understanding between administrators and staff for using digital tools for learning in conjunction with technology frameworks such as TPACK.	AD-OIT; District STEM & Digital Learning Coaches	2024-2026	N/A	N/A	Documentation developed and shared through professional learning opportunities

AA-2	Increase DLC coaching capacity in order to increase efficacy and opportunities to support teachers through coaching, planning and modeling integration of KAS for Technology into classroom instruction.	AD-OIT; District STEM & Digital Learning Coaches	2024-2026	General Fund, KETS, Title IV	\$10,000	District DLC's will increase the number of teachers they directly support per year.
GO-1	Increase collaboration between OIT, Office of Academic Services and other departments to increase understanding of KAS for Technology and support schools through professional learning and coaching in support of Deeper Learning.	DOT; AD-OIT; District STEM & Digital Learning Coaches	2024-2026	General Fund, KETS, Title IV	\$20,000	Increased number of collaborative projects and coaching opportunities with teachers



**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 training and support on Canvas and Google Classroom for teachers and staff for use with student instruction.	DOT; AD-OIT; Digital Learning Coaches	2024-2026	N/A	N/A	Track data usage statistics; helpdesk tickets; staff surveys
AA-1	Continue to monitor and provide guidance around the use of emerging technologies including but not limited to the use of AI tools in the learning environment	DOT; AD-OIT; Digital Learning Coaches; AI Committee	2024-2026	N/A	N/A	Creation and distribution of AI guidance and usage materials

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GO-1	Increase district digital learning coach presence in schools to support the effective use of digital learning tools for collaboration and integration.	DOT, AD-OIT	2024-2026	N/A	N/A	School surveys; DLC schedule
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