

DISTRICT NAME Anchorage Independent

LOCATION Anchorage, Kentucky

PLAN YEAR(S) 2025-2026



anchorage-school.org

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Plan Submitted By

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| Lee Collard, District Technology Coordinator | |

Previous Year's Strategies Evaluation

What strategies from last year went well?

- KySTE participation
- Virtual participation in regional leadership meetings
- Continued faculty/staff training and PD at their time and pace
- MIBS service purchased through STEPcg
- Emergency alert system (Contegix) presented to Board of Education as potential part of school safety enhancement conversation, which may include PA system, visitor registration, door access points
- Implemented PhishID to further reduce email phishing attempts
- Library Media Center continues to train Digital Citizenship in collaboration with core computer classes
- Reviewing district plans for data security and safety with new CFO, and attending KySTE sessions led by Bob Hackworth
- Single-Sign-On with Infinite Campus, Microsoft, and Google achieved for all faculty and staff
- Updated computer rotation schedule and began plans for creating tech fees and updating middle school Chromebook assignment options
- District website was completely remodeled and moved into the Finalsight architecture, resulting in a stronger communication piece between the school and Anchorage families.
- Online Registration via Infinite Campus recognized as the authoritative source for incoming student information
- Constant Contact has been leveraged at least weekly as the primary news source for Anchorage families.
- Online library collection system migrated to Follett.
- All classrooms have at least one Chromebook loaner.
- Space was identified and allocated for a new Innovation Lab

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

- Introducing/review Infinite Campus visualization tools delayed pending outcome of upcoming budgets which may not provide funding for these tools. This priority will be lowered until budget clarification is provided.
- Teachers were surveyed for their technology resources usage and its effectiveness, but participation was low (about 25%).
- Conversations about consolidating online payment solutions postponed to 2025-26 to allow time to adjust to new website
- Delayed migration of BenQ interactive panels to AMS to 2025-26

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

- Passage of Kentucky Senate Bill 181 (April 1, 2025) will require leadership from the district technology coordinator as the district navigates this new legislation and addresses its requirements
- The newly created Innovation Lab will require infrastructure support and collaborative efforts from the DTC, DLC, STEM staff, and admin team.

Upcoming Year's Strategies & Overview

Anchorage Independent remains steadfast in its commitment to ensuring that technology meaningfully enhances teaching and learning. The district's approach is rooted in a student-centered vision blending high academic expectations with the responsible, innovative use of technology to prepare learners for success both inside and beyond the classroom. Ultimately, this plan reflects a mindful, proactive, and collaborative approach to educational technology—one that values student voice, supports teacher growth, and aims to build a secure, connected, and innovative learning environment for all. To this end, the following is presented for 2025-26.

Building on past success, Anchorage will continue to offer a robust 1:1 technology environment across all grade levels. This consistent access to devices enables students to engage deeply with digital content, develop skills in creativity and problem-solving, and embrace the responsibilities of digital citizenship. The district will maintain open lines of communication with students and teachers, valuing their feedback to continuously refine technology tools and systems. When issues arise—whether technical or instructional—staff will respond promptly, ensuring that technology remains a support rather than a hurdle to learning.

Major infrastructure upgrades in the 2024–2025 school year included a full replacement of network hardware and the installation of BenQ interactive panels across all classrooms. The district will next be turning its attention to maximizing these resources through tools like BenQ AMS, while also exploring improvements to physical security systems such as access control, visitor management, emergency alerts, and the PA system. Recognizing that connectivity is foundational to modern learning, ongoing efforts will aim to strengthen network reliability and ensure seamless access for students, staff, and visitors.

Anchorage views data not only as a tool for compliance needs, but as a critical driver of instructional decisions. As such, greater emphasis will be placed on educating staff about their role in protecting data security and privacy, and several systems—including Infinite Campus and CUES—will be implemented or expanded to support more informed, real-time decision-making. Staff training will continue to play a pivotal role in these efforts, and Anchorage will continue to promote a culture where every team member sees themselves as a steward of student data.

Equally important is the district's focus on communication and partnerships. Anchorage will continue to improve family engagement through tools like Constant Contact, Finalsite, ReachAlert, PikMyKid, Google Classroom, and the continued use of Infinite Campus with Online Registration. The passage of Senate Bill 181 will further prompt the district to streamline and secure all communications to ensure transparency and accountability.

Curriculum and assessment will remain pillars of Anchorage's technology vision, with a strong emphasis on aligning digital resources to Kentucky Academic Standards. Teachers will receive professional development that empowers them to integrate these tools meaningfully into instruction, while students will benefit from hands-on, inquiry-based learning that deepens their understanding and skills. To maximize the impact of existing platforms, the district will also explore and promote underutilized features within its current software licenses—expanding functionality without additional cost.

A key extension of this instructional vision is the district's new Innovation Lab, opening in fall 2025. Created to foster design thinking, collaboration, and real-world problem solving, the lab is intended to be more than a special-use space—it is designed to be a regular, purposeful part of student learning and staff development. To ensure its success, Anchorage will actively work to make the lab easy to access, frequently utilized, and intentionally woven into curriculum planning. Efforts will be made to streamline scheduling, support instructional integration, and adapt physical space as needed—ensuring that the Innovation Lab becomes a dynamic, well-used resource supporting meaningful learning at every grade level.

Professional learning will be flexible and personalized, mirroring the values the district holds for its students. Teachers will continue to benefit from on-demand video assistance, newsletters like “Anchored in Tech,” and dedicated time to explore new digital resources and instructional strategies. Anchorage will also prioritize AI literacy, ensuring that educators can evaluate and implement artificial intelligence solutions thoughtfully and effectively.

Throughout all these initiatives, Anchorage will emphasize fiscal responsibility and long-term planning. From upgrading teacher workstations and rotating student devices, to participating in grant opportunities and evaluating cost-saving solutions, the district will remain mindful of how technology investments align with learning outcomes.

Gratitude is extended to the district's leadership, the Kentucky Department of Education and its technology support services, Associate Commissioner David Couch, and Governor Andy Beshear for their unwavering support of education in Kentucky.

Student Voice

At Anchorage, we take great pride in our small class sizes and our unwavering commitment to student achievement and active, engaged learning. Our 1:1 technology environment, available across all grade levels, offers students meaningful opportunities to leverage digital tools that enhance and deepen their learning experience.

We believe feedback is essential to growth and innovation. That's why we maintain an open line of communication with both students and faculty when it comes to technology use in the classroom. If a device, platform, or system isn't meeting expectations or instructional goals, we want to hear about it—and we act quickly to resolve those issues. This responsive approach ensures that technology serves as a support, not a barrier, to learning.

Anchorage also stands out for its personalized support. Students and parents have direct access to our district technology coordinator, allowing concerns to be addressed efficiently and effectively—without delay or red tape.

We go a step further by actively involving students in planning for the district's technological future. Recently, when selecting new Chromebooks for middle school students, we invited student input and took it seriously. This thoughtful approach reflects our deep commitment to listening, adapting, and making decisions that truly reflect the needs and expectations of our students.

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework



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) |
|---------------|--|-----------------------------|-----------------------|----------------------------|----------------------------|---|
| AA1 | Participate in KAST (<i>KySTE</i>), particularly DTC in CIO Summit | DTC, IC staff, Tech Teacher | Spring 2026 | KETS General Fund | \$<1,000 | Conference attendance invoiced. |
| AA2 | Include community partners and resources in the implementation and operation of the new Innovation Lab | DTC, Tech & STEM Teachers | Ongoing | Free | Free | Reflected in lesson plans. |
| AA3 | Continue offering faculty and staff focused tech training and PD opportunities. | Tech Staff | Ongoing | Free | Free | Training documents and attendance. |
| GO1 | Grow awareness and participation in the Innovation Lab | STEM & Tech Staff | Ongoing | Free | Free | Lesson plans. |



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 | <p>Continue to provide nation’s first, fastest, highest quality, and most reliable and secure internet access to 100% of Kentucky’s public schools</p> |
|  AA-2 | <p>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</p> |
|  AA-3 | <p>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</p> |
|  AA-4 | <p>Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services</p> |
|  AA-5 | <p>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.</p> |
|  GO-1 | <p>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.</p> |
|  GO-2 | <p>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)</p> |

| 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) |
|---------------|--|---------------------------------------|--|----------------------------------|----------------------------|---|
| AA2, AA3 | Leverage the newly implemented MIBS service to ensure availability and stability of network services; provide rapid resolutions whenever problems arise. | CIO, DTC, Vendor Partner | Ongoing | General Fund | <\$6,000 | Fewer and shorter network outages |
| GO1 | Encourage and support district and school inclusion of DLC and STEM staff in planning decisions impacting technology | CIO, DTC, STEM & Tech Staff, Admins | Ongoing | Free | Free | Attendance at planning events |
| AA4 | Explore safety improvement opportunities related to PA system, door access, visitor management, panic alarms | CIO, DTC, admins, facilities director | Ongoing | General Fund, possibly donations | Unknown | Purchase of relevant cloud or cellular based solutions |
| AA3 | Evaluate the copper runs between the stage MDF and IVFs in the library and 2/3 hallway with fiber. | DTC, Vendor Partner | These two runs connect large areas of the campus but are a "soft spot" on our network, perfectly fine but vulnerable to all the normal copper issues associated with long runs. Fiber will provide a more robust connection. Consequently, recommend this upgrade happen as quickly as possible. | KETS General Fund | \$<5,000 | Fiber is installed. |



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) |
|---------------|---|------------------------------------|-----------------------|----------------------------|----------------------------|--|
| GO1 | Continue reviewing data privacy and security standards and requirements with faculty and staff so that everyone sees themselves as a data steward with the skills to safeguard the privacy and particulars of data encountered. | DTC, faculty and staff, admin team | Ongoing | General Fund | Free | Faculty, admins, and staff demonstrate understanding of the topic via their routine communications and handling of sensitive data. |
| AA2 | Continue to participate in annual reviews of district plans as they apply to data security, safety, and privacy, and attend appropriate trainings as needed. | DTC, CFO | Ongoing | General Fund | <\$1,000 | Annual report to the Board of Education, typically at August meeting. |
| GO1 | Implement CUES | DTC, CFO, IC staff, admins | June 30, 2026 | General Fund | Free | Implementation complete. |
| GO2 | Review/introduce Infinite Campus visualization tools to the admin team if KDE will be funding their continued use. | DTC | June 30, 2026 | General Fund | Free | Increased usage of the IC visualization tools as merited. |










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)

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|--|---|
|  AA-1 | Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services |
|  AA-2 | Continue use of long-term planning strategies that allow for continuity of initiatives and systems (<i>ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades</i>) |
|  AA-3 | Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts (<i>e.g. Internet consumption</i>) while maximizing education technology programs and initiatives (<i>Technology Need, E-rate</i>) |
|  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 (<i>The People side of K-12 EdTech</i>) |
|  GO-2 | Educate districts on how to reduce expenditures on printing/print services (<i>both in consolidated contract pricing as well as shifting from paper to digital experiences</i>) |
|  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) |
|---------------|--|--------------------|-----------------------|----------------------------|----------------------------|---|
| AA2 | Update rotation cycle document for teacher workstations, K-5 Chromebooks, teacher Chromebooks, and loaners | DTC | Ongoing | General Fund | TBD | Document updated and ready for next fiscal year. |
| GO4 | Pause for 2025-26, but plan to conduct again in 2026-27, the teacher survey of technology resources to evaluate usage, effectiveness, and ability to deliver the services for which they were purchased, and make appropriate recommendations based on the results. Participation was low in 2024-25. May need a better “sell” for the survey. | DTC | June 30, 2027 | General Fund | Free | Survey results compiled prior to end of school 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) |
|---------------|---|------------------------|-----------------------|----------------------------|----------------------------|---|
| AA1 | Parent awareness and training offerings related to technology will continue to be offered. | DLC, Tech staff | June 30, 2026 | General Fund | <\$1,000 | Participation documentation, training documents, newsletters |
| AA2 | Increase parent, student, teacher, and community communication by 1) continuously fine-tuning district website, 2) exclusively relying on Online Registration with Infinite Campus for classroom counts, 3) consolidating payment solutions whenever possible and practical, and 4) leveraging Board approved communication tools pursuant to SB 181 for information sharing with parents, students, and the community. | Tech staff, admin team | June 30, 2026 | General Fund | <\$5,000 | Website remains fresh and relevant, Infinite Campus Online Registration continues to be used, fewer payment systems are needed for all school fees, and all communication flows through Board approved resources compliant with SB 181. |



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) |
|---------------|--|----------------------------|-----------------------|----------------------------|----------------------------|---|
| AA5 | Continue site license of Canva as a multimedia and video editing solution appropriate for K-8 th students. | DTC, STEM teacher, faculty | June 30, 2026 | General Fund | <\$500 | Canva site license purchased. |
| AA5 | Renew Lightspeed Classroom for K-8, MDM, Filter, and Alert, to allow Chromebook monitoring and iPad standardizing in all grades. | DTC, admin team, faculty | June 30, 2026 | General Fund | <\$7,500 | Lightspeed Filter, MDM, Alert, and Classroom implemented. |
| GO2 | Explore Google tools included in our licenses which may be | DLC, DTC | June 30, 2026 | No additional fee | Free | Newly discovered tools in use |

| | | | | | | |
|---------------|--|-----|---------------|--------------|--------|-----------------------------|
| | underutilized and promote their awareness and utility. | | | | | |
| AA1, AA2, AA5 | Migrate all BenQ flat panels to the onboard <u>A</u> ccount <u>M</u> anagement <u>S</u> ystem in order to provide the easiest access to each teacher's digital content independently of connected devices. | DTC | June 30, 2026 | General Fund | <\$500 | All teachers utilizing AMS. |



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) |
|---------------|---|--|-----------------------|----------------------------|----------------------------|--|
| AA1 | Encourage admin team to provide intentional time for faculty to explore digital resources related to classroom instructional tools. | DTC, Tech Teacher, Admin Team | Ongoing | General Fund | Free | Increased teacher participation in tech-centric PD and enrichment opportunities. |
| GO1 | Utilize video to provide training for simple tech fixes and Google troubleshooting. | DTC, Tech Teacher, Faculty | June 30, 2026 | General Fund | Free | Videos available through email, Google Drive, Group Folders, or similar. |
| GO1 | Continue DLC “Anchored in Tech” newsletters and provide the tools necessary to facilitate the process. | DLC, DTC, admin team | June 30, 2026 | General Fund | <\$1,000 | Continued production of the technology training newsletters or similar substitute items. |
| AA1 | Provide multiple opportunities to discover, explore, and experience the new Innovation Lab in a meaningful way which can translate to greater use of the Lab by all grades. | Innovation Lab staff, DLC, DTC, admin team | June 30, 2026 | Free | Free | Documentation of Innovation Lab usage. |
| AA1 | Explore opportunities for AI training as it applies to the classroom | DLC, DTC, admin team | June 30, 2026 | General Fund | <\$2,000 | Training attendance. |



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) |
|---------------|--|--------------------|-----------------------|----------------------------|----------------------------|--|
| AA1 | Evaluate technology and STEM space allocation against instructional goals and opportunities and process recommendations as needed, being especially in-touch with needs of the Innovation Lab. | DTC, Admin Team | June 30, 2026 | General Fund | Free | Either classroom space assessed as being adequate or plans to make modifications in place. |