

Kentucky Education Technology System DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Fort Thomas Independent Schools

LOCATION Fort Thomas, KY

PLAN YEAR(S) 2024-2026 (revised January 2025) *all revisions/updates are highlighted

F O R T T H O M A S
I N D E P E N D E N T S C H O O L S

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Planning Team - District Technology Committee

District Staff	
Jody Johnson, CIO/DTC & HHS Parent	Andrew Martin, Tech Dept & HHS Parent
Chris Martin, Tech Dept	Kevin Hester, Tech Dept & Network Administrator
Heidi Neltner, DLC/STLP & JES Parent	Keith Faust, Asst Superintendent & HMS Parent
Brian Mercer, ITS/DLC (2024)	Joe Sumpter (2025)
Building Staff	
Laura Robinson, MES LMS/STC	Marie Zimmerman, JES LMS/STC
Karrie Chajkowski, WES LMS/STC & WES Parent	Jenny Davis, HMS/HHS LMS/STC & MES/HMS/HHS Parent
Bill Poff, STLP Advisor (2024)	Katie Leftin, STLP Advisor (2024)

Additional Reviewers

Andy Remlinger, Chief Financial Officer (2024)	Jerry Wissman, Director of Operations (2024)
Brian Robinson, Superintendent (2024)	Jamee Flaherty, Asst Superintendent (2024)
John Darnell, HHS Principal	Erika Volpenhein, HMS Principal (2024)
Ashley Dikeos, JES Principal	Dawn Laber, MES Principal (2024)
Peter Winkler, Incoming MES Principal	John Gesenhues, WES Principal

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?

The district's emphasis on upgrading the network infrastructure has resulted in far fewer support tickets, more efficient network management, and noticeable improvements as indicated on the December 2023 survey distributed to staff.

Efficiencies made in the account provisioning process through the implementation of new SaS subscriptions and procedures within the department has also resulted in fewer work orders and emails regarding the "status" of incoming staff members.

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

Significantly more emphasis has been placed on vetting educational technology resources to avoid duplicate services and provide for better investment opportunities. However, there is still a lack of transparency in the process that doesn't provide staff the information they need to know regarding availability of resources and where to go when the district lacks the resources they need.

The strategy that emerged in the previous plan of receiving feedback from recent graduates was never implemented due to resource constraints. That was one of the strategies most well regarded by the previous committee and needs to be added back into the plan with more detail in the success metric to ensure it has benchmarks.

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

The district developed a Strategic Mission during the 2022-2023 school year with focused success metrics that span through the 2026-2027 school year. Previous technology strategies, such as business/industry collaboration and more inclusion of PBL opportunities, are embedded in those strategic mission strategies. As such, those two strategies are being removed from the technology plan as technology will inherently support the district's strategic mission.

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

Although the previous district technology plan utilized strategies that incorporated the need for upgraded classroom equipment and a need for building-based technology committees, December 2023 survey results and inventory analysis indicate these strategies need significantly more attention. Strategies are incorporated into the plan that identify metrics that address those needs.

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?

Technology surveys were distributed to district staff in December 2023 in a fashion similar to OET's "Top Five." The district's STCs were asked to gather qualitative input (in whatever fashion made the most sense for their building) from their respective students that month as well. The District Technology Committee met in January 2024 to review those staff and student results and identify common trends.

The committee also reviewed the 2020-2024 Technology Plan and identified strategies that needed to remain, be modified, or be removed from the new two-year plan. These decisions were merged with the aforementioned trends and were used to draft the current plan. That draft was then reviewed by additional stakeholders identified in the Planning Team section and then revised.

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.

Student and staff input brought additional implementation needs to the forefront of this plan. While advancing instructional activities that incorporate technology skills continues to be the subject of multiple strategies, the need to maintain some "fundamentals" of technology has become evident. As a result, strategies that emphasize transparent technology planning, scheduled hardware upgrades, and additional nuts-and-bolts training opportunities for staff and students are identified as major activities.

Activities structured around professional learning strategies will provide greater confidence in the effective and efficient use of district technology resources. This confidence should translate to more student learning opportunities when staff are not afraid to stretch their understanding and use of the resources afforded them. A more comprehensive and transparent plan for hardware upgrades and support will increase the staff's confidence in the ability of the technology department to support them in technology-related extension activities they offer.

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)?

Library Media Specialists, who also serve as building level School Technology Coordinators, were provided with the Future Ready “Big Ideas.” Each LMS/STC was then asked to lead conversations or request survey data with their students (in age appropriate settings) around the ideas of maintenance-improvement-prioritization, within the context of those gears. LMS/STCs brought recorded general responses from students and those were discussed among the district technology committee to identify trends.

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.

A common theme among students was the high quality and expanded versatility of the device choices across the district. However, students on multiple occasions cited the wish to understand better how their devices function and “tips & tricks” to managing them. Students also identified gaps in technology use consistency across grade and content levels; not indicative of a wish to use technology constantly, but with the opportunity to use it for projects regardless of the class they were taking. This desire is also consistent with the number of mentions of creativity over consumption. Students indicate that the use of the device is often limited to reading or entering data rather than creating new ideas. There was also a group of students who indicated a concern over how their peers were using digital communication platforms, such as Microsoft Teams, inappropriately. The students’ input was directed toward a need for peer accountability and not for removal of the product.

The solicited student feedback has led to strategies promoting creativity opportunities that expand the current use of the existing devices; as well as, improved opportunities for teaching and learning around the topics of device usage and targeted Digital Citizenship instruction.

January 2025 Update

The following provides an overview of the revisions and additions that occurred as a result of the annual review.

While the entire planning committee did not reconvene, the core district technology committee met and reviewed and discussed every strategy in the current plan (no additional surveys or input were taken from stakeholders for the purpose of this review). These discussions led to revisions of timelines, additions to strategy language to better address needs, clarification of language that was ambiguous, and the creation of six additional strategies. The additional strategies were borne from existing strategies; supplementing the plan to address emerging or outstanding technology-related topics relevant to district success.

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.

KETS 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.

District Areas of Emphasis

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	Strategy CL-1: Collect regularly scheduled feedback from students and staff across the district through structured building-based technology committees ... January 2025 Addition: <i>... which will meet no less than twice per year and include both maintenance and emerging topics of discussion (current focus should be on AI).</i>	DTC/CIO Tech Dept ITS/DLCs LMS/STCs STLP Advisors	Begin: 9/1/2024 Ongoing	na	na	Decisions and planning driven directly from input from building-based technology committees; as indicated in meeting notes. January 2025 Addition: <i>A minimum of two reports from each building based technology committee per year.</i>
AA-3	Strategy CL-2: Provide staff learning opportunities on effective and efficient device usage... January 2025 Addition: <i>...which will include skills and objectives that should be met (e.g. phishing detection, proper data storage, assistive technology options).</i>	DTC/CIO Tech Dept ITS/DLCs LMS/STC	Begin: 8/1/2024 Eval: 3/1/2025 End: 5/1/2026	na	na	Positive feedback from participating staff surveys and feedback from non-participating staff surveys that additional offerings were not necessary.
AA-3	January 2025 Addition: Strategy CL-3: Explore incentivization for participation in technology-based committees and clubs (such as STLP, Robotics, Coding); consider annual Spring KySTE Conference attendance as a possible incentive.	January 2025 Addition: DTC/CIO ITS/DLCs STLP Advisors	January 2025 Addition: Begin: 8/1/2025 Eval: 10/1/2025 End: 5/1/2026	January 2025 Addition: KETS Teaching & Learning > Professional Development	January 2025 Addition: \$5000	January 2025 Addition: <i>Increased number of technology-related clubs across the district.</i>

**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.

KETS 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	<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.</p> <p>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	Improve formal cycles for review, refresh, and replacement - ensure upgrades, additions, and when called for, sunset/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)

District Areas of Emphasis

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	Strategy RIE-1: Create updated network and backup infrastructure map and documentation.	DTC/CIO Network Admin	Begin: 7/1/2024 End: 1/1/2026	na	na	Updated network and backup infrastructure map and documentation shared with the entire Technology Department.
AA-2	Strategy RIE-2: Distribute fiber connections to new athletic facility to provide phone, security, and wi-fi connectivity.	DTC/CIO Network Admin Director of Operations	Begin: 7/1/2024 End: 6/30/2025	Local funds Lease agreements Construction Funds	\$100,000 \$6,000 - \$11,000 annually* *dependent upon E-Rate funding	Functional VoIP, security camera, and wi-fi access at new athletic facility.
GO-2	Strategy RIE-3: Create inventory of classroom and technology infrastructure with estimated replacement schedules; maintain replacement schedules in a proactive but environmentally responsible manner... January 2025 Addition: ... (technology infrastructure inventory should contain audio source and destination locations).	DTC/CIO Tech Dept STCs	Begin: 9/1/2024 Ongoing	Technology budget Section 6 KETS	\$25,000 annually	Reduced number of work orders for classroom and technology infrastructure items. Reduction of teacher survey mentions of classroom and technology infrastructure issues.

GO-2	Strategy RIE-4: Maintain 10-year student device replacement schedule and 10-year staff device replacement schedule with ample device warranty agreements... January 2025 Addition: <i>... (please note that the mentioned 10-year cycle is for "scheduling" only and devices are replaced more frequently than 10-year spans).</i>	DTC/CIO Super CFO	Ongoing	Technology budget KETS Lease Agreements	\$60,000 annually for staff devices \$610,000 annually for student devices	Maintain insignificant 1:1 device repair costs.
GO-2	Strategy RIE-5: Update systems that support elevator, fire, and security alarms across the district with modern cellular or VoIP connections.	DTC/CIO Director of Operations Network Admin CFO	Begin: 9/1/2025 End: 6/1/2026	Local Funds	(existing monthly expense - increase in expense due to updated technology TBD)	Upgraded connections for elevator, fire, and security systems across the district.



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.

KETS 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.

District Areas of Emphasis

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	<p>Strategy DSSPU-1 Refine policies and procedures regarding student digital citizenship and student data privacy and ... produce documentation.</p> <p>January 2025 Addition: ... demonstrate completion by being recognized as a "Common Sense School" by the national Common Sense nonprofit organization.</p>	DTC/CIO LMS/STCs DLCSSs	<p>Begin: 7/1/2024</p> <p>Eval: 7/1/2025</p> <p>End: 6/30/2026</p>	na	na	<p>Documented lessons on Digital Citizenship for all students, including appropriate use of digital communication platforms such as Microsoft Teams.</p> <p>Documented policies and procedures for subscriptions and services that collect student data.</p> <p>January 2025 Additions: Common Sense School designations.</p> <p>Digital Citizenship literature sent to parents and staff quarterly.</p>
GO-1	<p>Strategy DSSPU-2: Track the instances of account compromises and data security risks to determine if current staff assignments are appropriate.</p> <p>January 2025 Revision: Review tool rights and consolidate User Groups in Infinite Campus to provide enhanced security of SIS; additionally review Kentucky data retention policies and establish methodology of removing data no longer needed for operations or compliance.</p>	DTC/CIO Tech Dept Super	<p>Begin: 9/1/2024</p> <p>Ongoing</p>	na	na	<p>Reduced number of compromised accounts and data privacy violations</p> <p>January 2025 Revision: No compromised items related to data that is no longer needed for operations or compliance.</p>

GO-1	January 2025 Addition: Strategy DSSPU-3: Provide additional phishing education through the use of paid-subscription phishing simulation with educational modules.	January 2025 Addition: DTC/CIO Network Admin	January 2025 Addition: Begin: 8/1/2025 Ongoing	January 2025 Addition: Technology Budget	January 2025 Addition: \$5,000/yr	January 2025 Addition: Reduced number of "hits" during simulated phishing over the course of the year..
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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)

KETS 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)

District Areas of Emphasis

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	See previous “Robust Infrastructure & Ecosystem” Strategies: RIE-2 RIE-3 RIE-4 RIE-5					
GO-3	Strategy BR-1: Review available cooperative contracts and renew/replace district copier and phone contracts.	DTC/CIO CFO Super	Begin: 7/1/2024 End: 10/1/2024	Local funds Lease agreements	\$60,000 \$55,000/yr print services \$70,000 \$52,000/yr phone services	Renewed/replaced copier contract Renewed/replaced phone contract
GO-3	January 2025 Addition: Strategy BR-2: Begin student device replacement due to expiring warranty services and current storage restrictions on existing devices .	January 2025 Additions: DTC/CIO CFO Super Technology Department KDE (lease agreement)	January 2025 Additions: Begin 3/1/2025 Ongoing	January 2025 Addition: Local funds	January 2025 Addition: \$2,500,000	January 2025 Additions: Continuation of student devices under warranty Reduces incidents being reported at Highlands Help Desk and in Elementary libraries as a result of device storage issues.

GO-3	January 2025 Addition: Strategy BR-3: Replace Highlands bell/paging services due to its age and increasing number of work order incidents.	January 2025 Additions: DTC/CIO Director of Operations Network Administrator CFO Super	January 2025 Additions: Begin: 7/1/2025 End: 6/30/2026	January 2025 Addition: Capital Outlay	January 2025 Addition: \$80,000	January 2025 Addition: Increase efficiency in programming and decreased incidents reported.
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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.

KETS 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

District Areas of Emphasis

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	Strategy P-1: Centralized information hub for announcements and important informational notes from individual schools for better parent/guardian/community communication.	DTC/CIO Super Principals	Begin: 1/1/2025 Ongoing	Technology budget	\$15,000/yr	Completed parent survey soliciting feedback for website needs. Rebooted web page with increased transparency into district initiatives and communication.
AA-2	January 2025 Addition: Strategy P-2: Strategize, organize, and standardize communication methodology to stakeholders ("which tool to use for which type of communication").	January 2025 Additions: DTC/CIO ITS/DLCs Supers	January 2025 Additions: Begin: 7/1/2025 End: 10/1/2025	na	na	January 2025 Additions: Flowchart/Infographic of communication tools and appropriate use for staff. Communication to parents how to search and locate specific information.



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.

KETS 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)

District Areas of Emphasis

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	Strategy DCIA-1: Promote STLP opportunities within individual schools through building-based technology committees... January 2025 Revision: <i>... and the sharing of rubrics by ITS/DLCs to targeted classrooms on a predetermined schedule that takes STLP deadlines and local instructional units into consideration.</i>	DTC/CIO Tech Dept LMS/STCs STLP Advisors DLCs	Begin: 9/1/2024 Ongoing	KETS	\$5000/yr	Increased number of STLP products incorporated into curriculum. Increased number of student technology leadership opportunities within individual buildings.
GO-1	Strategy DCIA-2: Use data from recent graduates to determine district technology practices and resources that need revision and modification.	DTC/CIO	Begin: 1/1/2026 End: 6/30/2026	na	na	Revised/modified technology planning as a result of recent graduate survey results.
GO-2	Strategy DCIA-3: Create Artificial Intelligence (AI) policies that can be reviewed and approved by district or SBDM councils. January 2025 Revision: <i>Create Artificial Intelligence (AI) guidance documents explaining appropriate usage of AI; reviewed and approved by district and/or SBDM councils.</i>	DTC/CIO Tech Committee Supers Principals DLCs	Begin: 7/1/2024 Eval: 1/1/2025 End: 6/30/2026	na	na	Approved AI policies included in Codes of Conduct. January 2025 Revision: <i>Transparent descriptions of allowable and disallowable AI usage in school documentation such as Codes of Conduct, syllabi, and assignment descriptions.</i>



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.

KETS 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

District Areas of Emphasis

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	Strategy PPI-1: Provide professional learning opportunities to technology department staff that promotes additional collaboration with students, teachers, and leadership.	DTC/CIO Tech Dept	Begin: 7/1/2024 End: 6/30/2026	Technology Budget KETS	\$15,000/yr	Documented attendance of technology department members at regional, state, and national conferences. Increased collaborative opportunities between technology department members and students and staff as documented through training events, PLCs, and PBL projects.
GO-1	Strategy PPI-2: Provide track-oriented professional learning opportunities in areas identified in staff survey results. TIE INTO PGPs? GOAL ORIENTED DEVELOPMENT IN SPRING IN ANTICIPATION OF THE FALL PGP DEVELOPMENT	DTC/CIO Tech Dept ITS/DLCs	Begin: 7/1/2024 End: 6/30/2026	na	na	Professional learning opportunities for staff in the following areas: <ul style="list-style-type: none">• Creativity, Communication, Collaboration, and Critical Thinking• Instructional Device Basics• Artificial Intelligence January 2025 Addition: Librarian/STC produced strategy communications related to technology-based professional learning distributed on a routine schedule.
GO-1	January 2025 Revision: Strategy PPI-3: Provide goal-oriented technology-based professional learning ideas to teachers in spring semester in anticipation of PGP development in fall semester	January 2025 Additions: DTC/CIO ITS/DLCs	January 2025 Additions: Begin: 3/1/2025 End: 12/1/2025	na	na	January 2025 Addition: Increased number of PGPs citing growth areas in instructional technology.



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.

KETS 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

District Areas of Emphasis

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)
GO-1	Strategy UST-1: Develop transparent guidelines for primary network and guest network connections.	DTC/CIO Network Admin	Begin: 7/1/2024 End 6/30/2025	na	na	Documentation outlining appropriate and inappropriate uses of various network SSIDs provided to building supports.