

Kentucky Education Technology System DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Woodford County Public Schools

LOCATION Versailles, KY

PLAN YEAR(S) 2024-2026



<https://woodford.kyschools.us>

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Planning Team

District Staff [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Danny Adkins, Superintendent	Josh Rayburn, CIO
Shane Smith, COO/CFO	Ryan Asher, CAO
Susan Tracy, Director of Student Achievement	Tracey Francis, Director of Special Education
Garet Wells, Assistant Superintendent	
Liz Pitcher, Administrative Assistant (Technology)	James Tuttle, Network Administrator
LaShannon Stratton, District SIS Coordinator	Holly Tincher, Systems Analyst

Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Tyler Reed, HS Principal	Rebecca Preston, MS Principal
Joe Albert, Simmons Principal	Jeremy Reynolds, Southside Principal
Elaine Kaiser, Huntertown Principal	Scott Hundley, Northside Principal

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Logan Culbertson, Coordinator of Alternative Programs	Kim Johnson, Director of District-Wide Programs
Elaine Bailey, Public Communications Officer	

Students [Recommended to include middle and/or high school students]	
Emmanuel Castillo, HS Student	Mykal Gudger, HS Student

Other [parents/community members, business and nonprofit leaders, etc.]	

Previous Year's Strategies Evaluation

In this section include a discussion of the previous year's strategies using the prompts below. Attempt to limit your narrative to the space provided.

What strategies from last year went well?

Our focus on data security proved successful last year. Implementing multi-factor authentication and staff training on phishing attempts significantly reduced security incidents. The Chromebook repair and replacement program minimized downtime for students. The transition to digital forms streamlined administrative processes and parent communication. The introduction of document scanning for paper documents not only is saving storage space but also improved searchability and accessibility of important records.

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

While we saw progress in many areas, professional development for teachers on integrating technology into the classroom curriculum did not yield the anticipated results. To address this, we'll be piloting a program with differentiated training based on grade level and curricular needs. Additionally, exploring peer-to-peer coaching models and providing teachers with dedicated planning time to implement new strategies will be key to fostering a more supportive and impactful professional development experience.

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

We didn't need to drop many off of the previous plans as those plans are updated yearly and align with where we currently are in the initiatives for our district. We have added some new elements to build upon that strength. This keeps us moving forward as technology continues to evolve.

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

Our evaluation of our previous strategies highlighted a crucial area for further focus: teacher development, best practices, and innovation. While our existing plan has been effective, equipping our educators with the latest tools and approaches will empower them to take student learning to the next level. This investment in our teachers is an investment in our future.

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?

Throughout the year, we've built this plan through a series of ongoing discussions. This included regular monthly check-ins with the administration, which kept us aligned with broader goals. Additionally, weekly cabinet meetings provided a forum to share department updates and identify cross-cutting themes. Finally, on-demand meetings allowed us to delve deeper into specific topics as they arose.

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.

To propel our district forward, we've identified a dynamic combination of activities. Firstly, "Teacher Development through Technology" equips educators with the skills to seamlessly integrate technology into the curriculum and instruction. This fosters student technology literacy by creating a technology-rich learning environment. Secondly, "Innovative Practices in the Classroom" empowers teachers to explore cutting-edge approaches, likely leveraging the newly acquired tech skills. Finally, "Artificial Intelligence" integration, explored alongside these practices, holds the potential to personalize learning and provide targeted support. Throughout this journey, "Student Leadership" development will be interwoven. Encouraging students to champion technology in the classroom fosters a vibrant learning community and empowers them to become future tech advocates. These activities, working in concert, address all four areas – curriculum and instruction, student technology literacy, professional development, and technology infrastructure – creating a future-proofed learning environment. All of this focus is based on our Portrait of a Learner.

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)?

While we don't currently utilize formal surveys for student feedback, we leverage valuable data sources. We gather information on wifi access during online enrollment to ensure connectivity, and our learning management system tracks tool usage, providing insights into student engagement with the digital learning environment. This data, along with ongoing communication channels, allows us to continuously improve the digital learning experience.

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.

To ensure our digital learning plan truly reflects student needs, we actively solicit their voices. A recent student forum on technology and learning yielded valuable insights. For instance, students expressed a strong desire for more collaborative online tools, highlighting the importance of fostering peer interaction in the digital space. This feedback directly informed the development of our new plan, which prioritizes the integration of collaborative features within the learning management system. This commitment to ongoing student dialogue ensures our plan remains dynamic and responsive to their evolving needs.

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

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

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



Collaborative Leadership

Future Ready Gear

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

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



AA-1

Continue to use structures providing opportunities for feedback from shareholders and evidence of how KETS systems and processes are working or not working (360 feedback, CIO Summit)



AA-2

Continue the fostering of strategic partnerships and collaborations among educational institutions, technology companies, policymakers, and community organizations. Develop networks that facilitate knowledge exchange, collaborative research, and resource-sharing to promote innovation and address common challenges in education technology.



AA-3

Continue the recognition and support for the crucial role of teachers as leaders in educational technology integration. Provide professional learning opportunities and resources that enable teachers to develop expertise in leveraging technology to enhance instruction and student engagement.



GO-1

Improve collaboration among educators, technologists, administrators, and researchers to foster a holistic approach to education technology development, implementation, and evaluation. Encourage open channels of communication and provide platforms for sharing best practices, ideas, and resources across different disciplines and institutions.

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
GO-1	Develop an online platform for educators, administrators, and staff to share best practices, ideas, and resources in a collaborative environment. This platform could include forums, discussion boards, and document sharing capabilities.	District Admin, School Admin, Teacher Leaders	2025-2026 School Year	General Fund-Technology (50%) General Fund-C&I Budget (50%)	~\$5,000 Stipends for extended duties	Monitor user activity on the online platform. Conduct surveys to gauge user satisfaction with the platform's functionality and value as a communication tool.
GO-1	Promote collaboration between Schools, Curriculum and Instruction, and Technology. Encourage educators to pilot new technologies and provide feedback to inform product development.	District Admin, School Admin, Teacher Leaders	Currently Operational	No Cost	\$0	Track the number of successful collaborations between schools and educational technology companies. Monitor the impact of educator feedback on product development processes.
GO-1	Invest in technology tools that facilitate collaboration, such as online project management platforms, video conferencing software, and collaborative document editing tools	CIO, CDW-G Partners, KDE	Currently Operational	General Funds-Technology (100%)	~\$20,000 (Google)	Ensure all stakeholders have access to the necessary technology tools to participate effectively in collaborative activities.
AA-3	Create an Innovations of Learning Academy to promote teachers using and excelling in Digital Learning and support teachers through professional development	District Admin, School Admin, Teacher Leaders	2024-2025 School Year	General Fund-Technology (50%) General Fund-C&I Budget (50%)	~\$10,000 Subs and Stipends for extended duties	Creating of a digital learning hub, teacher workshops, student presentations, participant feedback



Robust Infrastructure & Ecosystem

Future Ready Gear

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

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



AA-1

Continue to provide nation’s first, fastest, highest quality, and most reliable and secure internet access to 100% of Kentucky’s public schools



AA-2

Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments



AA-3

Continue to provide digital equity and foster a culture of digital connectedness for students and staff by ensuring access to a 1:1 device assignment, prioritizing mobile devices over traditional computer labs, and providing consistent Wi-Fi coverage throughout schools. This approach emphasizes always-on, everywhere seamless digital opportunity and access, and includes an emphasis on empowering schools/districts to have a full understanding of digital access beyond the campus



AA-4

Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services



AA-5

Continue to implement efficient and effective interoperability strategies with statewide, districts, and schools EdTech systems and platforms (including integrations and seamless data exchange). Interoperability strategies aim to enhance user experiences and drive administrative efficiencies with education technologies.



GO-1

Improve responsive EdTech support systems by securing leadership positions designed to make decisions to improve teaching and learning through technology integration. This role outlines the district’s vision for education technology, implements digital learning strategies, and ensures that technology resources align with students’ learning needs. Responsibilities and expectations are primarily focused on understanding the educational needs and challenges of the district with a “seat at the table.” Responsibilities would likely include influencing district-level budget conversations, leading planning efforts, research, procuring state and federal program funding, and establishing overall direction and vision of using technology for school efficiencies and instruction/learning.



GO-2

Improve formal cycles for review, refresh, and replacement - ensure upgrades, additions, and when called for, sunsetting/eliminations in a timely, environmentally responsible and proactive manner of devices, infrastructure, and digital tools and resources. Where possible, teams make concerted efforts to automate systems to drive effectiveness and efficiency. (This is also connected to budget gear)

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA2	<i>Upgrade wireless network with a brokered network as a service partner including collapsing to a single SSID.</i>	<i>CIO, Vendor Partner</i>	<i>completed by Aug 1, 2025</i>	<i>E-rate KETS General Fund Federal Program Grant School-based Other</i>	<i>\$5000</i>	<i>Usage increases by 50% and devices connected increases by 20% per day.</i>
AA-1	Delivery of digital services to all staff and students by maintaining the following wired services: A robust fiber WAN providing 10 GB non-shared direct connections to each building from the Central Office. Providing at least 1 GB non-shared direct connections to staff and student wired devices and wireless access points in each building.	CIO, Network Administrator, Fortinet or Extreme Networks, WAN Vendor Metronet, LAN Vendor	LAN Network equipment replacement rotation is annual utilizing E-Rate funding.	E-Rate (70%) KETS (25%) General Fund-Technology Budget (5%)	\$180,000	WAN network monitoring reports verifying uptime. Configuration and validation of all wired network switching equipment, and wired network reports showing speed of each connection, with periodic connection testing to validate the quality of the network connectivity and end-user experience.
AA-1	Delivery of digital services to all staff and students by maintaining the following wireless services: robust fully-dense wireless coverage in each building consisting of wireless access points in each classroom capable of 30-40 wireless clients, plus sufficient wireless coverage in common spaces to provide each building with a seamless wireless experience.	CIO, Network Administrator, Fortinet or Extreme Networks, WAN Vendor Metronet, LAN Vendor	LAN Network has been in place for many years but requires new equipment annually purchased on a rotation plan to meet the continuous upgrade needs.	E-Rate (70%) KETS (25%) General Fund-Technology Budget (5%)	\$80,000	Configuration and validation of wireless network controllers and access points. Wireless network monitoring reports verifying connectivity of all access points and clients. Periodic wireless surveys to validate the quality of the signal, network connectivity, and end-user experience. Feedback is also provided from school staff through the school tech and district administration meetings.

GO-2	Maintain our robust 1:1 implementation of instructional devices in all classrooms K-12. Implement the district-wide student device rotation plan (~1,000 devices). Staff and lab computers will be replaced at a rate of 15-25% district-wide per year.	CIO, School Principals, District Program Leads	Rotation occurs every year. The 1:1 program purchases three grade levels (3rd, 7th, 10th grade) each year and replace second grade with new devices every four years (1 school per year).	General Fund-Technology Device Budget (85%) 1:1 Instructional Fees (10%) KETS (5%)	\$400,000	Purchase Orders, Monthly District Administration Meetings, Asset Inventory and Management, Rotation Plan, and observations.
AA-2	Installing and maintaining Interactive Flat Panels in all classrooms throughout the district.	CIO, School Principals, CAO	End of the 2024-2025 school year	KETS or School Budget (100%)	\$15,000	Room Inventory Surveys and Room Audits conducted throughout the year, Purchase Orders, Communication between Administration
GO-1	Reinforcing and structuring instructional technology and support through Chief Information Officer, Digital Learning Coaches (2), Systems Analyst, and Curriculum and Instruction to provide instructional support and coaching related to technology	CIO, School Principals, CAO, Digital Learning Coaches (2)	Pending board approval for new job descriptions to reflect current titles, the restructuring will take place during the 2024-2025 school year	General Fund (100%)	Staffing Costs ~\$250,000	PLC meetings, Monthly District Administration Meetings, Monthly Technology Meetings, Job Logs, Professional Development opportunities
AA-2	Maintain our communication systems which include phones, the parent communication service (ParentSquare), FirstNet mobile service, website, and social media.	CIO, CFO, Network Administrator, Communication Officer	Website upgrades start June-July 2024	General Fund-Technology Budget (95%) General Fund Accounts for FirstNet Phones (5%)	~\$50,000	Purchase Orders, ParentSquare statistics, website stats
AA-3	Continue to provide AT&T Mi-Fi devices to qualified students without home	CIO, FRYSC, Network	Currently operational	General Fund-Technology Device Budget	~\$25,000	Monitoring device usages, FRYSC assessments, feedback from family and staff

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	internet availability to ensure equitable access to digital learning and communication even while away from school.	Administrator		(100%)		
AA-3	Provide WIFI enabled school buses for buses to expand school internet to school buses	CIO, COO/CFO, Director of Transportation, Network Administrator	2024-2025 School Year depending on budget and availability of equipment	E-Rate (70%) General Fund-Technology Fund (30%)	~\$25,000	Monitoring device usage
AA-4	District facilitation of purchases of online programs to work toward consistency and access among schools. Use of Clever for rostering and single sign-on for as many options as possible. Standardizing on Schoology (or other) as the district Learning Management System.	CIO, CAO, Digital Learning Coaches, Curriculum Leads, School Principals, Systems Analyst	Currently operational	Depending on the software: KETS, 1:1 Instructional Fees, General Fund-C&I Budget General Fund-Technology Budget Title Budgets	~\$150,000	Data monitoring, Monthly District Administration Meetings, teacher feedback, and assessing effectiveness in the alignment to curriculum goals.
AA-5	Utilize District Computer Technicians and add an additional District Computer Technician to support district needs, repairing Chromebooks, Special Education	CIO, Technology Staff	Currently operational. For the 24-25 school year, add an additional position to exclusively support Special Education Students and Staff, and additional Chromebook repairs	General Fund	~\$200,000	Technology ticketing system, monthly technology meetings
AA-5	Student workers to work in helpdesk/technology repair center to help maintain and	CIO, Technology Staff	Currently operational.	General Fund	~\$6,000/ Student Worker	Review student repairs/technician repairs, Review/Monitor tickets through online ticket systems

	repair student Chromebooks		Currently have 5 positions that work 5-12 hours per week. These positions are flexible for staffing			
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Data Security, Safety, Privacy & Use

Future Ready Gear

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

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



AA-1

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



AA-2

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



AA-3

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



AA-4

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



GO-1

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



GO-2

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1/AA-2	Continue enforcing strong password policies as recommended by KDE, multi-factor authentication, password reset schedule, creating authentic accounts from MUNIS and Infinite Campus for all users, Microsoft A3 Baseline Security	CIO, Network Administrator, District Computer Technicians, HR/ Benefits Coordinator, IC Clerks	Currently Operational	General Fund-Technology Budget KDE	~\$2,000	Users know their username and passwords, Microsoft A3 Data
AA-2	Promptly responding to security alerts using GoGuardian Beacon Alerts and Lightspeed Alerts	CIO, District Social Worker, School Counselors, School Principals, School Support Staff	Currently Operational	1:1 Device Fee	~\$28,000	Safety checks, reports, and feedback from staff
AA-2	Staff awareness on the proper handling and use of digital data. Purchase Cyber Liability and Privacy insurance policy.	CIO, CFO, System Analysis, IC Clerks	Currently Operational	General Fund	~\$10,000	Safe Schools Training, Reminders on phishing emails, Data Sharing Agreements
AA-3	Periodic review of Acceptable Use Policies for students and staff and verify data sharing agreements with all companies.	CIO, Technology Staff, C&I, Code of Conduct Committee	Currently Operational, Data Sharing Agreement is in progress	No cost	\$0	Review the AUP annually for necessary revisions.
AA-2	Continuous review and updating of internet filtering systems (Lightspeed) to ensure internet use is educational in nature and	CIO, Network Administrator, School	Currently Operational	KDE	\$0	Review of Lightspeed reports and communication with Lightspeed support.

	appropriate for students.	Principals, Technology Staff				
AA-2	Increase visibility of the wired and wireless network to help identify potential cyber threats from internal and external sources.	CIO, Network Administrator	Currently Operational	General Fund- Technology Budget KDE	~\$15,000	Utilizing custom reports from Fortinet, Microsoft A3 Baseline Security Data



Budget & Resources

Future Ready Gear

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

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



AA-1

Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services



AA-2

Continue use of long-term planning strategies that allow for continuity of initiatives and systems *(ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades)*



AA-3

Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts *(e.g. Internet consumption)* while maximizing education technology programs and initiatives *(Technology Need, E-rate)*



GO-1

Educate districts on the ongoing cost of position/roles requiring technology-related duties in support of technology and instruction as well as modern drivers that require differentiated and strategic staffing models *(The People side of K-12 EdTech)*



GO-2

Educate districts on how to reduce expenditures on printing/print services *(both in consolidated contract pricing as well as shifting from paper to digital experiences)*



GO-3

Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments



GO-4

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-3	Maintain our robust 1:1 implementation of instructional devices in all classrooms K-12. Implement the district-wide student device rotation plan.	CIO, School Principals, District Program Leads	Rotation occurs every year. The 1:1 program purchases three grade levels (3rd, 7th, 10th grade) each year and replacing second grade with new devices every four years (1 school per year).	General Fund-Technology Device Budget (85%) 1:1 Instructional Fees (10%) KETS (5%)	\$350,0000	Purchase Orders, Monthly District Administration Meetings, Asset Inventory and Management, Rotation Plan, and observations.
AA-2	Upgrade staff desktops and Chromebooks at a rate of 15-25% per year.	CIO, School Principals	Staff Chromebooks are rotated out every 5 years at the school level. Desktops/Laptops are replaced as needed through technology.	General Fund-Technology (20%) School Funds (80%)	\$50,000	Purchase Orders, Monthly District Administration Meetings, Asset Inventory and Management, Rotation Plan, and observations.
AA-1	E-Rate funding for rotational replacement of all buildings' wireless access points, core network equipment, and network switches.	CIO, Network Supervisor, and Tech Staff	Operational Now	Erate (70%) KETS (30%)	~\$350,000	APs and switches are replaced in each building every 5 years. Next 2-year projects: New HS, SS/NS, & MS WAPs and switches will happen in the following years.
AA-1/AA-3	Facilitate the renewal of	CIO, CFO	Operational	General Fund	\$60,000	KDE standardized the utilization of

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	Munis and Infinite Campus.		Now	(100%)		the platforms across the state.
AA-2	Continue the utilization of one IC Clerk per school building, Utilize District Computer Technicians, and add an additional District Computer Technician to support district needs, repairing Chromebooks, Special Education	CIO, IC Coordinator, IC Clerks, and School Techs	Currently operational. For the 24-25 school year, add an additional position to exclusively support Special Education Students and Staff, and additional Chromebook repairs	General Fund (100%)	\$400,000 in staff cost	The separation of duties has allowed our data into systems to be accurate and all systems to run smoothly for the district. We will continue to review to ensure this data quality continues.
GO-2	Continue to leverage state contracts to maintain the copier lease contract and click charge costs for maintenance.	CIO, Superintendent, CFO, District Admin, School Admin	Operational Now	General Fund, School Budgets, Department Budgets (100%)	\$115,000	Review monthly PaperCut reports to determine the next steps for the utilization of copiers.
AA-4	Maintain the use of a district-wide LMS service for online assessments and assignments for blended learning opportunities and in-person instruction.	CIO, CAO, Principals	Operational Now	General Fund- C & I Budget (33%) KETS (33%) 1:1 Fees (34%)	~\$30,000	Review teacher utilization of an LMS for instruction and assessment purposes.
AA-2/GO-2	Maintain the current asset/tech ticket program to streamline inventory and repair processes.	CIO, Tech Staff	Operational Now	General Fund- Technology (100%)	\$5,300	Monitor asset and tech ticket reports.
GO-2/GO-3	Reduce printing and storage of paper with digital storage and digital forms. Reduce time with automated	All Staff	Early stages. Goal is to be fully paperless by 2025 with	General Fund- Technology (100%)	~\$60,000	Monitor printer and paper cost over time. Monitor forms usage and digital

	workflow. Reduce space in storage with online cumulative storage and personnel documents. (Droplet, ReadySign, YellowFolder)		forms, cumulative folders, and personnel documents			storage usage within schools to verify usage.
AA-3	Upgrade our CTE program with the technology needed to support classroom instruction	CIO, CAO, CFO	Operational Now	LAVEC Funding (100%)	\$200,000	Review technology needs for the CTE program as needed through periodic surveys.



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	Maintain a parent call system, social media, and district and school websites to facilitate communications with our families.	CIO, Communications Officer, Principals	Operational Now	General Fund-Technology (100%)	~\$22,000	Review feedback from the public on social media, call system reporting, and website surveys.
AA-1	The district utilizes a district liaison and the school-level Family Resource Centers to actively seek families needing support related to technology (hotspots/devices).	DPP, FRYSC Staff, Superintendent	Operational Now	General Fund-FYRSC Grant	\$150,000	Review communication logs and the ongoing communication with families.
AA-1/AA-3	Continue to utilize family responses from the IC Online Registration survey to determine home technology instructional needs.	CIO, Assistant Superintendent, District Admin	Operational Now	General Fund-Student Support (100%)	\$8,500	Data review followed by an action plan set by district administrators.
AA-3/GO-1	Continue to partner with numerous colleges and universities for dual-enrollment opportunities in various technology fields.	CAO, Superintendent, HS Principal, HS Counselors	Operational Now	No cost	\$0	The high school and district admins review the number of students in dual-enrollment courses and how successful the students were in each course.
AA-1	Continue the district partnership with multiple technical schools in Fayette County.	CAO, HS Principal, HS Counselors	Operational Now	NA	\$80,000	The high school principals review the students enrolled in tech school courses and analyze the students success.
AA-3	Continue school level STLP Programs for students to create digital projects in	CIO, Digital Learning Coaches,	Operational Now	General Funds-Technology (80%)	~\$15,000	Review the number of student digital projects for regional and state competition. Review project

	order to compete in Regional and State showcases.	and STLP Coordinators		KETS (20%) Stipend- General Fund- Staffing (100%)		quantity and quality.
AA-3	Continue school level TSA CTE Program for students to compete in Regional, State, and National showcases.	CIO, CAO, HS Engineering Teacher, HS Principal	Operational Now	LAVEC Funding & Perkins Funding (95%), General Fund- Technology (5%) Stipend- General Fund- Staffing (100%)	~\$10,000	Review the number of student projects for regional and state competition.
AA-3	Continue school level Robotics Programs for students to compete in Regional, State, and National showcases.	CIO, CAO, HS/MS Engineering Teachers, HS/MS Principals	Operational Now	General Fund- Technology (100%) Stipend- General Fund- Staffing (100%)	~\$5,000	Review the number of student projects for regional and state competition.
AA-1	Continue partnerships with regional co-ops who provide technical services for our district (KEDC)	CIO, KEDC	Operational Now	General Fund- Technology (100%) When service is needed		Track the resolution rate and turnaround time for technical service requests submitted.



Digital Curriculum, Instruction & Assessment

Future Ready Gear

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

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



AA-1

Continue to provide access to high-quality learning experiences which further aligns to the Kentucky Digital Learning Guidelines



AA-2

Continue to promote, for ALL students, the use of Kentucky-approved/adopted Kentucky Academic Standards (KAS) for Technology, KAS for Computer Science, and KAS for Library Media Learning *(all based on national and international learner standards)*



AA-3

Continue providing opportunities for students to demonstrate learning connected to and through KAS for Technology, KAS for Computer Science, and KAS for Library Media Learning *(empowering students through technology with STLP, CS/IT Academy, etc.)*



AA-4

Continue to provide efficient and effective access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students, and make curriculum decisions *(online formative assessment tools, interim based assessments, and summative assessments)*







AA-5

Continue to provide districts/classrooms access to high-quality and effective digital instructional materials through an equitable and robust digital experience



AA-6

Continue to support teacher efforts in taking ownership of digital citizenship skills and educating their students in the same skills to foster a responsible, safe, secure, and empowered digital learning environment.

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

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Implement the KY Academic Standards for Computer Science.	DLCs, CAO Principal, Teachers	Operational Now	NA	NA	Review mastery data of the standards.
AA-3	Provide opportunities for student involvement in various programs such as STLP, Engineering, Robotics, and eSports.	CIO, CAO, DLCs, STLP Coordinators, SIS, and eSports coach.	Operational Now	General Fund, C & I, School Budgets	Budget Varies	Review the quality and quantity of student projects and the number of participants.
AA-4	Continue teacher and school level utilization of online assessments within district approved platforms.	CIO, CAO, Digital Coaches Principals	Operational Now	C & I, KETS	\$68,000	Review reporting on the quantity and quality of online assessments utilized during an academic year.
AA-5	Continue our equitable and robust 1:1 program which provides device access to all	CIO, Network Supervisor,	Operational Now	KETS, School Budgets	\$370,000	Monitor student use and access to educational technology.

	students in grades K-12.	Principals				
GO-1	Utilize school tech meetings and the district level admin meetings to determine which content software to maintain and support.	CIO, CAO, DAC, Principals, Curriculum Coaches	Operational Now	No cost	\$0	Monitor student growth reports built into the various software platforms along with other progress monitoring data.
GO-2	Select a small group of schools (elementary, middle, and high school) to pilot AI integration in specific subjects (e.g., math, science, language arts).	District Admin, School Admin, Teachers	Starting in 24-25 School year	No cost	\$0	Teacher and student satisfaction surveys on the usefulness and ease of use of AI tools. Data on student performance in pilot subjects compared to control groups. Cost-effectiveness of the pilot program.
GO-2	Develop and deliver professional development workshops for teachers on identifying, evaluating, and implementing safe and effective AI tools for various learning objectives.	District Admin, School Admin, Teachers	Starting in 24-25 School year	No cost	\$0	Teacher participation rates in workshops. Pre- and post-workshop surveys on teacher confidence in using AI tools. Observation of teachers integrating AI tools into their classrooms.



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)
GO-1	Utilize online surveys and self-assessment tools for teachers to identify their strengths, weaknesses, and desired areas of growth in using digital curriculum and tools. (Impact Survey)	District Admin, School Admin, Teacher Leaders	Currently Operational	No cost	\$0	High participation rates in needs assessment surveys. Analyze results to identify common learning needs across districts.
AA-2	Create a repository of best	District Admin,	2025-2026	General Fund-	~\$5,000	Increased use of the best practices

	practices for conducting classroom observations focused on effective digital curriculum integration. Offer training for school administrators and instructional coaches on utilizing these best practices.	School Admin, Teacher Leaders	School Year	Technology (50%) General Fund-C&I Budget (50%)	Stipends for extended duties	repository by administrators and coaches. Conduct surveys to gauge their satisfaction with the provided resources.
GO-1	Develop a system for collecting and analyzing student performance data related to the use of digital curriculum and tools.	District Admin, School Admin, Teacher Leaders	2025-2026 School Year	General Fund-Technology (50%) General Fund-C&I Budget (50%)	~\$5,000 Stipends for extended duties	Develop a standardized data collection and analysis process for digital learning implementation. Use data insights to inform future professional development opportunities.
AA-1/AA-2	Create an online community specifically focused on digital learning. This platform can provide a space for educators to ask questions, share resources, and collaborate on strategies for successful implementation of digital tools.	District Admin, School Admin, Teacher Leaders	2025-2026 School Year	General Fund-Technology (50%) General Fund-C&I Budget (50%)	~\$5,000 Stipends for extended duties	Monitor activity levels within the online community. Analyze user-generated content to identify trends in teacher needs and interests.
AA-1	Implement substitute teacher training focused on digital instructional resources and securing digital accounts.	CIO, Assistant Superintendent, Digital Learning Coaches	Operational Now	No Cost	\$0	Monitoring of teacher and substitute accounts.



Use of Space & Time

Future Ready Gear

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

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



AA-1

Continue to provide guidance, support and resources for districts in the development and application of high-quality online, virtual, and remote learning programs as well as implementation of learning management systems



GO-1

Educate and support districts in the implementation and facilitation of digital learning tools and portable/mobile technologies that foster everywhere, all-the-time, always on, and 'always on you' access for staff and students

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Continue the implementation of the LMS across the district for use in delivering virtual instruction.	CAO, CIO, Digital Coaches, Principals	Operational Now	C & I Budgets, KETS, Tech Budget	\$38,000	Review the level of implementation and effectiveness through walk-through data.
AA-1/ GO-1	Continue the implementation of the Edgenuity Platform to offer a digital learning opportunity, as well as credit recovery and initial credit courses for our alternative school environments.	CAO, CIO, Coordinator of Alternative Programs	Operational Now	General Fund-C & I Budgets	\$28,000	Review the mastery of learning leading to increased graduation rates for students and course completion.

AA-1/ GO-1	Continue the implementation of the New Horizon Academy as a tiered level of support for students needing virtual learning options	CAO, CIO, Coordinator of Alternative Programs	Operational Now	Funding based on MOU with KEDC		Review the mastery of learning leading to increased graduation rates for students and course completion.
AA-1/ GO-1	Explore the option for A8 Virtual Remote Learning Opportunities for our students to consolidate structures in multiple buildings to ensure quality programming for our students	District Admin, District Support Staff, Coordinator of Alternative Programs	Fall 2024	Cost unknown at this time		Track academic performance and satisfaction with the program through surveys. Analyze cost savings, teacher satisfaction, and completion rates. Monitor student retention and consider program expansion.
AA-1	Equip schools with assistive technologies like screen readers and text-to-speech software to ensure all students can participate in online learning environments.	CIO, Director of Special Education	Operational Now	General Funds-Technology (100%)	~\$4,000	Establish ongoing communication and collaboration with these stakeholder groups.