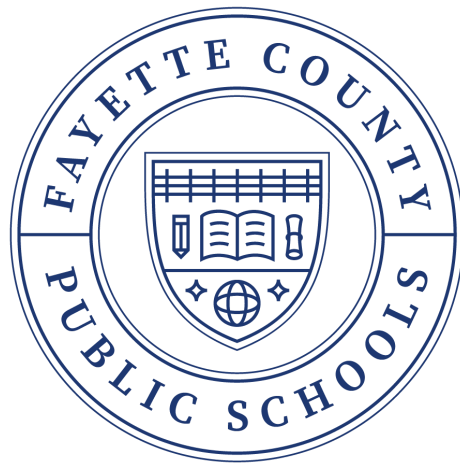


DISTRICT NAME Fayette County Public Schools

LOCATION Lexington, KY

PLAN YEAR(S) 2026-2029



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Planning Team

Carl Hayden	Chief Information & Analytics Officer
Amy Johns	Director of Technology (DOT)
Dave Carty	Associate Director of Technology- Technology Support (AD-TS)
Jill Tuttle	Associate Director of Technology - Systems Integration (AD-SI)
Rachel Barcus	Associate Director of Technology- Instructional Technology (AD-OIT)
Allison Marcum	Technology Acquisition Manager
Ryan McQuerry	Supervisor of Software Development
Summer Perry	Supervisor of Library and Instructional Resources
Seth Switzer	Technology Support Manager
Pamela Draper	Lead Systems Integration Specialist
Kendra Tackett	Lead Systems Integration Specialist

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?

- Epic eSports has grown to over 680 students (37% growth from last year), with participation expanding to 31 elementary and 7 middle schools
- Successfully deployed the new student voice tool by administering the SpeakUp survey to students in grades 3-12, educators, and administrators
- Digital Learning Coaches continued to increase their capacity to support teachers, logging 680 interactions in just the first semester of the 25-26 school year
- Successfully built and supported over 70 custom web applications. This included launching multiple new internal tools in such as Compass, Languages, Printshop, Huddles, FCPS Go, and Lending Library, alongside continued development of major platforms like Navigator, Elevate (for student ILPs), and eOS (for PBIS and behavior management)
- Integrated AI literacy into student digital citizenship instruction, designating school librarians as the program coordinators to align with their existing Kentucky Academic Standards (KAS) for Library Media.
- Infinite Campus's Campus Parent and Online Registration were translated into our top 8 languages, improving access for our school community.

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

- Chromebook Funding & Lifecycle: Budget cuts for Chromebooks in the 25-26 school year disrupted the standard 4-year replacement cycle, forcing the district to find alternative ways to prolong the life of aging devices
- Hardware governance is still a work in progress. Working to create a menu of purchasing choices for schools and departments

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

- Successfully completed the installation of classroom audio systems across all schools, with the exception of those currently under construction
- Creating the Initial AI Guidance Document: The specific goal to develop and release the district's initial AI Guidance document (Goal GO-3) was successfully accomplished in Fall 2025. For the next cycle, this shifts from a creation goal to an ongoing integration and monitoring goal.
- Phone system was updated in all district schools and offices and reliance on POTS lines was reduced.

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

- Provide targeted professional learning to better support educators, as Speak Up survey data reveals that 44% of teachers remain uncomfortable allowing students to use AI in schoolwork, and 69% of administrators emphasize the need to provide staff with training on the best AI use cases
- Due to budget cuts, the district had to identify strategies to prolong the life of student devices beyond the traditional 4-year replacement cycle

Upcoming Year's Strategies Preview

If this is the first year of a multi-year plan, this section acts more like an executive summary of the plan as a whole. If this is the second or third year of a multi-year plan then aim your discussion to any new strategies or adjustments you are planning for this year.

[See [Technology Planning section of KETS Master Plan](#) for more information]

How did you and the planning team decide on the strategies and/or adjustments for this plan?

The planning team reviewed current structures and systems already in place along with funding considerations. They also factored in upcoming changes to workflow and systems based on changes in KDE provided services. In addition, SpeakUp survey data was reviewed, instructional and legislative requirements considered (such as local accountability) and long range planning for future needs was considered. Multiple areas were considered and main initiatives/activities were included. This is in no way an exhaustive list of all of the activities related to technology that will take place over the next 3 years.

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

Curriculum and Instruction Integration

- Elevate Expansion: Scale the Elevate platform to all K-12 students to support Individual Learning Plans (ILPs) and local accountability models.
- LMS Continuity: Maintain Canvas and Google Classroom as the primary hubs for "always on" instructional access.
- Vibrant Learning: Align digital tool usage with "Vibrant Learning" and "Defense of Learning" instructional models.

Student Technology Literacy

- AI Literacy: Integrate AI literacy into the K-12 library media curriculum.
- Expanded Programming: Grow student participation in STLP, EPIC eSports, and Minecraft challenges to build technical skills.
- Digital Portfolios: Use digital evidence to track and demonstrate student mastery of Portrait of a Graduate competencies.

Professional Development

- Personalized Coaching: Utilize Digital Learning Coaches (DLCs) for 1:1 teacher modeling and technology integration support.
- Workspace Migration: Provide staff training via "YouNiversity" and Teacher Hubs following the district-wide Gmail migration and downsizing of Microsoft licensing.

- Classroom Management: Train teachers on GoGuardian to improve student focus and maximize instructional time.

Technology Infrastructure

- Identity Management: Deploy the Rapid Identity (CUES) project to automate student and staff account provisioning.
- Software Governance: Implement the Approve It platform to vet all digital tools for security and instructional value.
- Lifecycle Sustainability: Resume the 4-year life cycle for student devices in grades 3-12.
- Active Directory: Develop a plan to transition away from state maintained Active Directory services to one that will support district needs locally.

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 or strategy to collect student responses about the digital learning environment? If so, which tool or method (ex: KY Speak Up, survey created by you or the district, student focus groups, other)?

Speak Up Survey

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

- 51% of high school students and 40% of middle school students are already experimenting with Generative AI tools on their own time. This data informs the strategy to quickly expand AI literacy and digital citizenship instruction, as students are already adopting these tools independently.
- While 64% of middle schoolers and 70% of high schoolers already use online tools to collaborate at least weekly, students want even more peer connection. 63% of elementary students, 36% of middle schoolers, and 30% of high schoolers explicitly wish their teachers provided more opportunities to work with other students
- Focus on Problem-Solving: Students want a shift in critical thinking instruction. 65% of elementary, 38% of middle, and 42% of high school students want to be taught how to solve problems, rather than just how to find the right answer
- Real-World Application: Students are asking for complex, contextual learning. 56% of elementary, 44% of middle, and 39% of high school students want to create projects based on real-world problems. Additionally, 48% of middle schoolers and 53% of high schoolers want their learning connected to "real-life stuff"
- Future-Ready Skills: A major driver for deeper learning is student desire for career preparation. Over half of the student body (64% of elementary, 54% of middle, and 50% of high school students) wish teachers would help them build skills they will use in future jobs

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

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

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



Collaborative Leadership

Future Ready Gear

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

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



AA-1

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



AA-2

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



AA-3

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



GO-1

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

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Shareholder Feedback (Speak Up Data): Analyze data from the annual Speak Up survey (students, educators, admins) to identify gaps in technology	CIAO; DOT; AD-OIT	Ongoing	N/A	N/A	Development of executive briefings with an overview of results to share with district leadership.

	integration and adjust district EdTech strategies.					
AA-3 / GO-1	Implement an annual professional learning plan around teacher and staff use of technology to enhance efficiency and efficacy.	AD-OIT; District Digital Learning Coaches	Ongoing through 2029	Title IV, KETS, General Funds	Dependent on need	Annual PL plan implemented; increase in the percentage of teachers reporting that technology "supports enhanced teacher effectiveness" (improving upon the 43% baseline from 2025).
GO-1	Continue the development and support of the custom Elevate platform to support student Individual Learning Plans (ILPs), local accountability and the district's Portrait of a Graduate. Expand use so all students K-12 use the platform.	DOT; Supervisor of Software Development; AD-OIT	Ongoing through 2029	General funds	Software development team salaries	Track usage data over time; increased number of elementary students utilizing the platform; number of students completing badges; decrease in students reporting they "never" develop a digital portfolio
AA-3 / GO-1	Refine onboarding procedures and support for teachers and staff hired outside of traditional hiring windows.	DOT; AD-SI, OIT, TS; HR	2026- ongoing	General Fund	Dependent on need	Usage data of new staff; decrease in help desk tickets around basic functions; better quality data



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)



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

AA-1	
	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-2	
	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-3	
	Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services
AA-4	
	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.
AA-5	
	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-1	
	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)
GO-2	

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)
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DISTRICT TECHNOLOGY PLAN

Fayette County Public Schools

AA-2	Maintain internal wired and wireless network.	DOT; ADT-Tech Support	2026-2029	KETS General Fund E-Rate	\$900,000/yr	Uptime and decreased reports of bandwidth concerns
AA-4	Continue using and promoting cloud-based services such as ERP, Infinite Campus, Google Workspace for Education, etc.	DOT, AD-TS, AD-OIT, AD-SI	2026-2029	General Fund, KETS	\$1,500,000/ yr	Usage metrics from respective programs; helpdesk tickets
AA-5	Transition away from state provided AD services and replace with identified locally supported models	DOT; ADT- Tech Support	2026-2028	General Fund, KETS	unknown	Identify a local model for Windows device management; implement local model
AA-3	Resume and continue providing 1:1 Chromebooks for students in grades 3-12 on a 4 year replacement cycle and staff mobile devices on a 5 year replacement cycle as needed	DOT; AD-TS; Tech Support Team	2026-2029	KETS; General Fund	\$5,000,000/ yr	Device utilization rate; infrastructure performance; teacher/student feedback on technology use



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 (<i>Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card</i>)
 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 (<i>acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering</i>)
 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 (<i>annual auditors, Impact survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, SpeakUp</i>)
 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 (<i>Infinite Campus, Early Warning, School Report Card, MUNIS</i>)
 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 (<i>The People Side of EdTech</i>)
 GO-2	Improve and enhance the tools available to maximize the use of data through enhanced reporting, tools that help improve data quality, and visual data analytic tools. Kentucky K-12 data systems are first-class, and we need enhanced tools to create a more usable and more interesting story for the average person who may not have a technology and data background.

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Implement Rapid Identity (CUES Project): Deploy the Rapid Identity platform to automate staff and student account management.	AD-TS; AD-SI; Supervisor of Software Development	2026-2027	State funded	-	Reduction in Helpdesk Tickets; Faster Turnaround Time; Fewer Manual Errors; Security Compliance; Process Documentation
AA-3	Review annual Speak Up feedback from staff and students to identify specific needs in digital citizenship, AI safety, and data privacy.	DOT; AD-OIT; Sup. of Library & Information Resources	2026-2029	N/A	N/A	Annual data review; Improved student metrics regarding digital citizenship, online accuracy, and data privacy as measured by the annual Speak Up Survey.
GO-1	Transition software governance and data-sharing workflows to the Approve It platform to maintain a centralized repository of district-approved tools that meet data privacy and security standards.	Technology Acquisition Manager; Information Security Manager	2026-2027	N/A	N/A	Migration of tools from Navigator to Approve It; tool vetting; increased number of staff using approved platforms
GO-2	Design an effective strategy for combining multiple data sources to inform decision making (i.e. Data Warehouse)	Chief Information & Analytics Officer; Dir of Data Process & Management	2026-2029	KETS/General Fund	To be determined	Improved real time access to multiple data sources that impact instruction and operations
GO-1	Implement training programs and simulated phishing campaigns using SafeSchools and CyberNut to	Information Security Manager	2026- ongoing	General Fund	Dependent on need	Completion of training modules; Increased reporting of simulated phishing attempts; Reduction in security incidents related to

	educate staff and improve organizational preparedness					shared credentials
AA-2	Improve server security and data visibility by deploying monitoring tools (Action1, SentinelOne) and conducting regular security assessments	Information Security Manager; AD-TS	2026- ongoing	General Fund	Dependent on need	Reduction in missing updates and vulnerabilities; Consistent receipt of antivirus and EDR alerts for all servers
AA-2	Consult with GLI Secure to gain visibility into our data security and improve security practices via pentests, tabletop exercises, updating Incident Response Plan, etc.	Information Security Manager; AD-TS	Ongoing	Grant		Improved security posture and response



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)
GO-2	Encourage schools and departments to limit use of laser printers in favor of district copiers to optimize resources and prioritize digital delivery and collection over printing when possible.	Technology Acquisition Manager; Tech Support team	2026-2029	N/A	N/A	Printer/copier data dashboard for usage
GO-4	Continue monitoring of school and district purchases related to technology to ensure purchasing best practices, accurate coding, and to reduce redundant purchasing of online subscriptions.	Technology Acquisition Manager	2026-2029	N/A	N/A	Maximize budgetary efficiencies
GO-4	Continue implementing software/hardware governance procedures to evaluate school and district purchases.	Technology Acquisition Manager; DOT	2026-2029	N/A	N/A	Purchasing guidelines are developed and a process is established for approval of software/hardware purchases.
AA-1	Educate schools and staff on tools already available through district subscriptions (e.g. IC Scheduling Tool) to prevent additional purchases	AD-SI	2026-2027	N/A	N/A	Reduction in 3rd party purchases, usage data.



Partnerships

Future Ready Gear

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

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



AA-1

Continue to build trusted relationships with shareholders (families, districts, partners) to increase engagement, outreach, and connecting classroom experiences outside of school. (*districts, vendors, higher-education, regional education cooperatives, KET, KyVL*)



AA-2

Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.*)



AA-3

Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (*eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey*)



GO-1

Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation, especially in regard to student project-based demonstrations of technology competencies; get more students on college/university campuses while they are a K-12 student. Encourage postsecondary institutions (as well as other partners) to host STLP events and/or fully maximize the opportunity to showcase the university and its programs while students are on campus



GO-2

Improve access to resources and professional learning for district-based online/virtual and remote learning programs to engage in continuous improvement in order to create high-quality online learning experiences for students

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Continue partnership with Kloiber Foundation in support of STEM curriculum/resources, teacher collaboration, and CTE.	DOT; AD-OIT; District STEM Learning Coaches; Director of CTE	2026-2029	Kloiber Foundation	N/A	Monitor student engagement in STEM activities and monitor data over time; track the number of teachers who participate in PD; solicit feedback from students, teachers, and Kloiber Foundation representatives on the effectiveness of our partnership to guide future improvements.
AA-3	Continue partnership between FCPS, NewVista, ViewSonic, Unified and UK for eSports and gaming programs (ie. EPIC Esports) to expose students to careers and opportunities through competition, events, etc.	DOT; AD-OIT; District STEM & Digital Learning Coaches	2026-2029	General Funds/KETS	\$5,000	Participation rates, survey feedback



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	KAS Integration: Promote KAS for Tech & Library Media via DLC/STEM coaching, library support, and professional learning.	AD-OIT; STEM/Digital Coaches; Sup. of Library	2026-2029	General Fund, KETS		Increased Lending Library checkouts; Speak Up data shows more real-world project creation.
AA-2 / AA-3	Student Tech Programs: Support programs like STLP, STEM Bus, EPIC eSports, and Minecraft challenges.	DOT; AD-OIT; STEM/Digital Coaches	2026-2029	General Fund, KETS	\$100,000/yr	Year-over-year participation growth
GO-2	AI Integration: Provide professional learning to responsibly integrate Generative AI into instruction.	DOT; AD-OIT; AI Committee; Digital Coaches	2026-2029	General Fund, KETS, Title IV	TBD	Increased training participation; increased teacher comfort with AI for lessons.
AA-3	ROIS Dashboard: Improve data dashboard for	Chief of Information	2026-2029	N/A	N/A	Tracked dashboard usage statistics by school leadership and

	disaggregating iReady and demographic data.	& Analytics; Data Team				instructional staff.
AA-2	Vibrant Learning & Defense of Learning: Coach teachers on instructional strategies that promote vibrant learning and utilize digital portfolios for students' defense of learning.	AD-OIT; STEM/Digital Coaches	2026-2029	General Fund, KETS, Title IV	TBD	Increase in students developing digital portfolios (reflected in Speak Up Survey)



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	Local Accountability Model: Collaborate with the Office of Academic Services (OAS) to lead professional learning focused on high-leverage instructional strategies that promote vibrant learning.	DOT; AD-OIT; STEM & Digital Coaches; OAS Staff	2026-2029	General Fund, KETS, Title IV	\$20,000/yr	Successful launch of joint professional learning sessions; increased teacher implementation of high-leverage strategies; administrative feedback indicating more vibrant learning experiences in the classroom.
AA-2	Digital Learning Coaching: Increase DLC capacity to support teachers in planning	AD-OIT; STEM & Digital	2026-2029	General Fund, KETS, Title IV		Year-over-year increase in teacher support interactions

	and modeling the integration of KAS for Technology	Coaches				
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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)
GO-1	Google Workspace Hub Training: Train all staff via district hubs (YouNiversity, Para Institute, Teacher Hubs) following Gmail migration	AD-OIT; Digital Learning Coaches	2026-2027	N/A	N/A	Increased Google usage across staff sub-groups; minimal transition helpdesk tickets
AA-1 / GO-1	1:1 Classroom Management: Train teachers on GoGuardian to improve focus and maximize instructional time	AD-OIT; Digital Learning Coaches	2026-2029	N/A	N/A	Increased teacher usage; reduced instructional time waste
AA-1	LMS & AI Support: Continue Canvas/Google Classroom	DOT; AD-OIT; Digital	2026-2029	General Fund	\$165,000	Tracked usage stats; fewer LMS helpdesk tickets

	support and guide emerging AI tool usage	Coaches				
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