Kentucky Education Technology System

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME	Pikeville Independent Schools
LOCATION	Pikeville, KY
PLAN YEAR(S)	2023-2024

pikeville.kyschools.us

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Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
David Trimble, Superintendent	Shawne Wells, Instructional Supervisor / DAC
Neil Arnett, District Technology Coordinator	Kim Clevinger, Instructional Supervisor / Federal Programs
Cory Smith, District Data & Communications Specialist	Ashla Vanhoose, Director of Special Education
Brandon Blackburn, Principal - Pikeville High School	Glenda Adkins, Principal - Pikeville Elementary
Brad Allen - Pikeville High School, Assistant Principal	

Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Chazzlynn Slone - Pikeville Elementary, STEM-Computer Science	Ashley Adams - Pikeville High School, Mathematics
Christina Howard - Pikeville Elementary, Library Media Specialist	Shana Webb - Pikeville High School, Junior High
Kim Fields - Pikeville Elementary, Intermediate Grades	Jesse Lucas - Pikeville High School, CTE/Engineering/Science
Sarah Blackburn - Pikeville Elementary, Intermediate Grades	Brian Hobbs - Pikeville High School, Language Arts
Natasha Baird - Pikeville Elementary, Intermediate Grades	Mary Ann Prater - Pikeville High School, CTE/Media
Jenny Rogers - Pikeville Elementary, Primary Grades	Rebecca King - Pikeville High School, Language Arts
Markayla Stevens - Pikeville Elementary, Primary Grades	Tom Asbury - Pikeville High School, Humanities

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Dawn Stewart - Guidance Counselor / SBDM Member	

Students [Recommended to include middle and/or high school students]	
Andrew Deskins	Pikeville High School Student Council Members

Other [parents/community members, business and nonprofit leaders, etc.]	
	Digital Promise Core Research-Practitioner Partnership Team

Previous 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?

- Purchased and Implemented district solution for parent/student communication.
- Successfully implemented FirstNet Enhanced Push-to-Talk Administrative Mobile & Transportation Communication System.
- Expansion of STEM Education initiative to integrate Computational Thinking in K-8, partnership with National Science Foundation. Awarded second $46,000 NSF award for teacher Problem-Based Learning & Community Ingenuity - training & classroom implementation.
- 1:1 Classroom-based initiative complete grades K - 12th. 100% completion of homerooms grades Kindergarten - Twelfth. ($110,946 average annual sustainability replacement cost)
- Successfully re-negotiated wide-area network dark fiber optic lease operated by district technology staff interconnecting all district locations. Five year savings of $108,000 over the life of the agreement. Additionally awarded $81,600 over five years from FCC E-Rate Funds to cover 80% of the lease agreement.
- District Technician position successfully expanded to full-time in 2021-2022 is better supporting immediate classroom and network needs.
- Completed optimization of advanced e911 safety capabilities and remote connection options. Realized savings of $72,683.40 over 5 years for negotiated service cost. .
- District Server Storage and Virtualization upgrade/expansion project has been completed with modernized virtual server environment
- Tax collection online modernization process has been completed in conjunction with the department of finance and taxes.
- Classroom Instructional technology equipment such as LCD Touch displays were paused during the pandemic response and have now been completed in all classrooms K-12.
- Expanded implementation of BrightBytes ETI for the evaluation of the EdTech Impact of digital learning tools. Digital learning teams use ETI data to determine the digital resources that best meet the needs and goals of each school.
- Successful digital learning tools through expanded peer-coaching and flexible professional learning options like the 2022 Innovator's Summit
- Technology Curriculum Team work at K-8 to identify tangible outcomes at each grade-level and age-appropriate expectations for the areas of the statutorily required KAS for Technology; Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator.
- Upgraded Innovation Lab devices to support Engineering pathway and purchase supporting resources and materials with support of the Stanley Pigman Foundation - savings of $50,000.

Negotiated Savings & Outside Awards: $358,238.40 over five years.

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

Due to the limitations and/or restrictions as result of the pandemic, the following goals were not met and are ongoing:

- Full implementation and integration of Kentucky Core Academic Standards for Technology is an evolving process with many successes.
- A continued effort is being made to complete the most valuable method for students to curate digital artifacts of proficiency in each learning priority of the KCAS for Technology through their daily curriculum.

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

- 1:1 phase in complete at K-2 to complete K-12 Phased Deployment.

- Classroom Media Upgrade Interactive LCD project completed.
- Wifi 6 Modernization Completed
- Server Virtualization Cluster upgraded and migrated for critical services
- Investigation of funding to expand the roles of Digital Learning Coach

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

As the demands of devices and digital tools continue to increase, it is becoming even more apparent that additional support is needed to best serve the students and educators of Pikeville Independent Schools. Two areas of need have emerged, even more so considering the challenges revealed during the COVID-19 pandemic:

- Integration Support - As the need and reliance on digital learning and the use of digital tools continue to grow, educators and students are in need of classroom level guidance to effectively deliver and participate in digital instruction and communication.
- With the increased threat to data security and corruption, a locally hosted back-up solution is needed to maintain data integrity and restore data in the event of data loss or corruption. Pikeville Independent Schools will investigate a more robust virtual environment and network storage solution to host district owned applications and data retention.
- Increase emphasis on front loading technical skills so students can readily utilize core academic integrated technology.
- Continued emphasis on professional learning options; investigate PL outside sources & available grant funding for professional learning.

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?

District Technology personnel reviewed past initiatives, trends, and other resources to construct goals relevant to the district. District Technology personnel conducted various surveys with students and faculty to receive feedback and analyze results which were discussed by the planning team in addition to administrative discussions. Evaluating multiple metrics of growth and integration district staff discussed areas of greatest needs to maintain success.

Highlights from Faculty Feedback that influence the goals of this plan: How has your most used Digital Learning Tool revolutionized your classroom in the last 1-3 Years?

- I use Edulastic for every quiz or test in my classes. I am able to get lots of **data** from this kind of test. I have the ability to set anti-cheat measures and make the test look like TestNav. The types of questions I can create are much better than if I was using standard paper tests. I feel that I am **better preparing my students** and getting a better understanding of what they have learned.
- IXL is the most impactful digital learning tool in my classes. It provides endless questions and **explains why** the student got it wrong.
- I think Renaissance has **completely changed my instruction**. I love being able to use the reports to see exactly where my students have gaps. And now, with the integration of Nearpod, I can **individualize** instruction by assigning certain ones to certain students based on their needs.
- Schoology and Edpuzzle: Students are able to access **direct instruction at their own pace**, and even if absent from school
- This has **revolutionized how I have offered interventions** to students. The correspondence between Nearpod and Star has been super beneficial to my classroom.
- I use ExploreLearning Gizmos for online simulations and virtual labs. This allows students to **explore concepts and model phenomena** in science.

- **Timely feedback** (immediate when possible) is very important to me so Sheets and Forms have made that so much easier
- Allowing students to **interact** with assignments and **explore** how things work.
- On a daily basis, I video myself teaching or explaining the assignment while teaching it to a live class. I then post it on my Google Classroom for those **students who are absent** so they can know what was going on when they were out.
- Flocabulary is used on a regular basis. With the new features through the district purchase, students are **offered rigorous and engaging instruction**.
- FlipGrid gives me the ability to offer an **alternate form of assessment** to students that 95% will take advantage of.
- I use EdPuzzle almost daily for my Math 2 class this year. Last year I noticed that no matter how I planned Math 2, the students that were not in my homeroom were struggling. This year I have used **Edpuzzle to deliver instruction to all 4 homerooms** during the math 2 block.
- Nearpod is great to make everyone **participate and be actively engaged** in the learning at the same time when introducing new concepts or trying to “see” environments etc
- IXL can be used for all 4 subjects that we focus on in 3rd grade. It allows me to give extra practice for my students after a lesson has been taught. It also allows me to **differentiate for students who may need a higher or lower level** of practice.
- Creates opportunities to **illustrate scientific concepts** that can be hard to visualize with traditional labs. (Gizmos)
- We do primarily self-paced lessons, and Edpuzzle embedded in Schoology has allowed **students to move at their own pace** and me able to monitor their progress effectively

Upcoming Year's Strategies Preview

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

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.

- Replace the PHS/PJHS Business & Marketing Lab devices estimated: $26,400
- Maintain 1:1 devices and repair costs estimated: $12,978.00
- Sustain 1:1 replacement five-year cycle, 2023 and 2024 projected cost $142,680.00
- Collection of Digital Artifacts; students will capture artifacts of digital and technology enhanced job skills to be shared with, but not limited to: prospective internships, employment, scholarship applications, and admissions consideration.
- Continue five-year staff computer replacement cycles, 2022-2023 estimated $8,640.00
- Teachers will have the opportunity to participate in the 2023 STEM EKY Summer Institute as a part of the Digital Promise NSF initiative
- Digital Learning Coach role will be expanded within the Department of Curriculum & Instruction

Student Voice

Personalized student 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)?

Pikeville High School Student Council Focus Group Meeting with 40 students
SpeakUp Digital Learning Survey 2nd - 8th grades.

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.

Upon reviewing the SpeakUp Survey, the following data points were noted as areas of emphasis and used to develop strategies and guide initiatives:

- Responding to the SpeakUp Digital Learning Survey 3rd - 8th grade students:
  - Read this list of learning tasks. How often are you doing these things to support your learning this school year?
    - Use digital feedback from others (teacher/peers) on my work to make revisions/improvements
      - 42% Weekly - at least once per month
    - Use a learning management system to access class work, submit my work, or take tests
      - 81% Daily - Weekly
    - Watch a video made by my teacher
      - 59% Daily - Weekly
    - Use media creation tools to create content (videos, games, news casts, memes) to share with others
      - 48% Rarely - Few time per year
  - What do you think are the benefits of using technology as part of your learning experiences?
    As a result of using technology, I am (Check the benefits that are true for you)
    - 6th-8th grade students
      - 58% Getting better grades and test scores [⇩15%]
      - 58% Developing Creativity Skills [⇧]
      - 41% Collaborating with other students more[⇩30%]
      - 58% Learning at my own pace[⇩9%]
    - 3rd-5th students (By using technology to help with my learning...)
      - 56% I am more creative
      - 52% I get to learn at my own speed
  - Which of these life skills do you think are most important for you to acquire to be successful in the future? (Check all that apply)
    - 6th-8th grade students
      - 79% Ability to learn new skills on your own
      - 77% Ability to work with different kinds of people
      - 72% Critical thinking and problem-solving skills
      - 72% Creativity Skills

- Imagine you are in charge of building a new school. Which of these learning tools or approaches would you include in that new school?
  - 6th-8th grade students
    - 82% Chromebook, laptop or tablet for every student
    - 66% Project-based learning experiences that address real world issues
    - 63% Digital, video or online games
    - 60% Collaboration tools to use in projects
- If you had to write a report, what would you do first to find out more about the subject?
  - 3rd-5th students
    - 20% Go to the school library
    - 10% Look in my textbooks
    - 24% Look in my textbooks
    - 11% Look in my textbooks
    - 5% Look in my textbooks
    - 7% Go to a website that I already know
    - 22% Do an Internet search using the topic as a key word

Key feedback from 7th - 12th Grade Student Council Focus Group Meeting

- Very clear divide exists between students who very much like & prefer online/digital textbooks vs. physical textbooks
- Most students felt that the technology they use for classes is easy to access and find
- They did not feel like they use technology for a lot of creative work beyond presentations about what they are learning
- They did express an interest in other outlets or ways to show what they know
- Students provided some good feedback on connectivity and localized problems they have experienced, this resulted in immediate actions to correct and will be monitored closely
- Students who pursue specialized or more technical paths feel like they have access to a wide variety of technology enabled opportunities and different technologies.
- Students who are not pursuing those same pathways such as engineering or technology did not feel they took advantage of a wide variety of technologies.
- Most of the students felt the school provided devices were sufficient for the work they are being asked to complete.
- Many of the upper class students expressed more use of their own personal devices but felt it was important for the school provided devices to be available.

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

The Future Ready Framework identifies seven Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 37 Areas of Emphasis connected to the Future Ready Framework and are categorized as either *1) Areas of Acceleration (AA) or 2) Areas of Improvement (AI).* The "areas of acceleration" are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The "areas of improvement" address emerging areas based upon growth or decline metrics, research, needs assessments, and reporting by Kentucky school districts.

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 36 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.

Robust Infrastructure & Ecosystem

Future Ready Gear

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

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

AA-1	Continue to provide nation's first, fastest, highest quality, and most reliable 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 create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools *(also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.*)
AA-4	Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services
AI-1	Improve ease of access for students and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices *(fewer traditional computer labs)*

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-3	Continue to support FirstNet Enhanced Push-to-Talk Communications Administrative Mobile & Transportation Communication System	DTC Safe Schools	*2023 - 2024*	Local		TAR
AA-2 AI-1	Schools will be provided with technical, instructional, and administrative support to ensure that all students have equitable access to technology.	Instructional Supervisor(s) DTC DLC(s)	*2023 - 2024*	Local		HelpDesk Logs Technology Project Management DRS
AA-3 AI-1	Purchase additional 21st century classroom components as needed in new classrooms as staffing requires. Including interactive lcd display & document camera.	Federal Programs DTC	*2023 - 2024*	Local KETS Title I Title VI ESSER	$13,180.00	HelpDesk Logs TAR Data
AA-3 AI-1	Continue aged-replacement cycle of mobile devices to support technology enhanced curriculum and assessment by sustaining 1:1 classroom-based initiative K-12.	DTC Federal Programs	*2023 - 2024*	KETS Local Technology Title VI ESSR/ARP	2023: $24,600.00 2024: $118,080.00	TAR Data Technology Committee Surveys
AA-3 AI-1	Upgrade lab devices to support Business & Multimedia pathways and	CTE DTC	*2023 - 2024*	Perkins LAVEC Local	$28,000.00	Career Pathway Completion Industry Certification

	purchase supporting resources and materials as needed.			Technology		
AA-3 AI-1	Upgrade lab devices to support Elementary Technology & STEM Lab and purchase supporting resources and materials as needed.	DTC Federal Programs	*2023 - 2024*	Local Technology	$28,000.00	Elementary Technology Integrations PBL Outcomes Student Technology Standard Competencies
AA-3 AI-1	Maintain devices to support/repair Project Lead The Way Gateway units in Grades 6-8 and purchase supporting resources and materials as needed.	DTC	*2023 - 2024*	KETS Local Technology Stanley Pigman Grant Steele-Reese	$1,500	Career Pathway Completion Industry Certification
AA-1 AA-3	Continue to monitor and implement best practices to maximize network capacity to support dense wireless network, security, and data throughput.	DTC	*2023 - 2024*	None		KETS Monitoring Information Internal Network Monitor Tools
AA-1 AA-3	Upgrade components as needed for Core Router handoff of NGKEI Connection from the Kentucky Educational Network with Education Networks of America for increased internet capacity.	DTC	*2023 - 2024*	None	$2,000.00	KETS Monitoring Information Internal Network Monitor Tools

AA-2 AA-4	Teacher workstations, intelligent classroom components, and instructional software will be evaluated/replaced/added as needed.	DTC		KETS Local Technology	$8,640.00	HelpDesk Logs
AA-2 AA-4	Continue to support teachers in the use of Google Suite for Education (GSuite) solution specifically Google Drive and Google Docs to encourage collaboration and offer adequate file storage.	DTC		None	$3,072	Internal Survey Results Professional Learning / Flex PD Feedback
AA-1 AA-3	Fiber will be leased to enable the district and schools to effectively communicate with each other and to efficiently access the Internet.	DTC		Local ERate	$20,400 [$16,320 from FCC E-Rate Support]	TAR Report MUNIS Report KETS Monitoring Internal Network Monitoring
AA-3	Maintain phone services to provide access to outside telephone lines for the purpose of communicating with parents and other stakeholders. Schools will have access to both local and long distance services for communication purposes. Advanced e911 capabilities in compliance with federal law. Allow remote communication flexibility when necessary.	DTC(s)		Local	$17,856.24	TAR Report Munis Reports

Data Security, Safety & Privacy

Future Ready Gear

KETS GUIDING PRINCIPLE – Security, safety and privacy of student data is a cornerstone of digital learning. Policies and procedures are enacted at the state, district and school levels that work in conjunction for this purpose. Student data are then utilized by data fluent educators for improved decision-making leading to increased learning for students.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

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 leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine effectiveness and future direction *(annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp)*
AA-4	Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning *(Infinite Campus, Early Warning, School Report Card, MUNIS)*
AA-5	Continue supporting teacher efforts in taking ownership of digital citizenship skills and education their student in the same skills to foster a secure digital learning environment
AI-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)*
AI-2	Kentucky K-12 Data systems are first-class but we need to do much better with district using the data available to them as well as providing visual data analytic tools allowing the data to be better understood and more interesting to the average person who does not have a technology and data background

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1 AA-1 AA-5	Required staff training of Data security and Privacy	DTC	by August 11, 2022	None		*PD Online Course Reports*
AI-1 AA-1 AA-5	Annual Board of Education Update on Data Security and Privacy	DTC	by August 30, 2022	None		*Board Minutes*
AI-1 AA-1 AA-5	Host Annually required CIPA Compliance Public Hearing in conjunction with August Board Report	DTC DLC(s)	by August 30, 2022	None		*Board Minutes*
AA-3	Leverage Content Filter and other tools to monitor and maintain dense wireless network (private & guest) to meet expectations and preserve network integrity.	DTC	*2023 - 2024*	None		*Lightspeed Reports* *Meraki*
AA-3	Leverage capabilities of content filter and wireless network features to offer a more secure experience and allow unique access based on roles and policy. ensure secure and reliable access.	DTC	*2023 - 2024*	None		Lightspeed and Meraki reports and network monitoring.
AI-1 AA-1 AA-5	Review committee to conduct review of current policy for elements required by CIPA Federal Regulations to be included in the ISP/AUP.	DTC Instruction DLC(s)	*2023 - 2024*	None		Policy Updates

AA-1	Increase student account security measures, including student password security, authentication methods, and security policy.	DTC Instruction	*2023 - 2024*	None		
AI-1	Improve and expand building and grounds security measures such as, but not limited to, IP security cameras, administrative viewing stations, and access control	DTC Safe Schools Coordinator Principals Federal Programs Director	*2021 - 2023*	Title IV KETS Local Technology SBDM		Safe School Audit Results
AA-1 AA-2	Investigate and pursue solutions to perform routine and secured back-ups of administrative devices and pertinent data.	DTC	*2021 - 2023*	KETS Local Technology		

Budget & Resources

Future Ready Gear

KETS GUIDING PRINCIPLE – The Master Plan, as well as district and school technology plans, are aligned to the vision of 21st century skills for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the 21st century learning environment in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human services.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

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)*
AA-4	Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning *(Infinite Campus, Early Warning, School Report Card, MUNIS)*
AA-5	Continue supporting teacher efforts in taking ownership of digital citizenship skills and education their student in the same skills to foster a secure digital learning environment
AI-1	Make districts aware of position/roles requiring technology-related duties in support of technology and instruction *(The People side of K-12 EdTech*
AI-2	Make districts aware of how to reduce expenditures on printing/print services *(both in consolidated contract pricing as well as shifting from paper to digital experiences)*
AI-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
AI-4	See an increased percentage of districts examining which education technology investments are or are not being maximized

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Successful digital learning tools will be expanded through peer-coaching and flexible professional learning options. Introduce digital coaching for increased one-on-one job embedded professional learning.	DTC Principal(s) Instructional Supervisor(s) DLC(s)	2023 - 2024			Internal Survey Results SpeakUp Survey Results
AI-4	Expand implementation of BrightBytes ETI for the evaluation of the EdTech Impact of digital learning tools. Digital learning teams will use ETI data to determine the digital resources that best meet the needs and goals of each school.	DTC Principal(s) Instructional Supervisor(s) DLC(s)	2023 - 2024			BrightBytes ETI Reports Digital Learning Team Evaluation Notes
AI-4	EdTech Impact of digital learning tools. Will include discussions on a content specific basis with improved documentation of both Qualitative & Quantitative reasoning of educational importance.	DTC Principal(s) Instructional Supervisor(s) DLC(s)	2023 - 2024			BrightBytes ETI Reports Digital Learning Team Evaluation Notes
AI-1	Technology Staff will work with Pikeville High School to create a student-led level-one technical helpdesk call center; providing immediate communication for educators, answer frequently asked questions, and provide	DTC Principal CTE Department Data & Communications Specialist	2023 - 2024			Helpdesk logs FAQ Documentation Call Logs

	real-time needs to technology staff for more efficient triage of technical assistance.					
AA-3	Continue to purchase Microsoft Campus Agreement.	DTC	2023 - 2024	Local Technology	$9,625.00	Microsoft Azure License Allocations
AA-1	Continue to purchase hosted service agreement for the Student Information System (Infinite Campus).	DTC	2023 - 2024	Local	$7,389.01	
AA-1 AA-2	Continue to purchase District Website and district-branded application.	DTC Principal(s)	2023 - 2024	Local	July 2023 - $5,266.00 July 2024 - $5,566.00	
AA-1	Continue to purchase and expand the implementation of home to school communications system.	DTC Instructional Supervisor(s) Principal(s)	2023 - 2024	Local	$4,200.00	Internal Survey Results
AI-2	Evaluate the purchase of annual instructional digital content & resources. (Renaissance Learning, MAP Assessment, SplashMath, Dreambox, Lexia, Turnitin.com, etc.)	DTC Instructional Supervisor(s) Principal(s) DLC(s)	2023 - 2024	Title I Local Title VI	$59,688.40	BrightBytes EdTech Impact Individual resource utilization reports, RTI data, Benchmark Reports
AI-1	Continue to purchase Helpdesk and asset management software.	DTC	2023 - 2024	Local Technology	$660.00	Helpdesk Reports
AI-3	Continue to purchase & support of the enterprise Learning Management Solution (LMS). Evaluate the standardization of 7th-12th LMS usage.	DTC	2023 - 2024	Local Technology	$8,550	Schoology Reports

AI-2 AI-3	District will continue to purchase Papercut and expand its use by adding Papercut device licenses to new PES Copiers.	DTC	2023 - 2024	Local Technology	$4,872 new device license	Papercut Reports
AI-2	Schools will continue to maintain or renegotiate Copier Leases.	School Administration	2023 - 2024	SBDM	$10,003.08 PHS $16,000 PES	TAR Report
AI-3 AA-2	Chromebook Maintenance and Total Cost of Ownership	DTC School Administration		Local Technology SBDM	$12,978.00	Helpdesk Data

Partnerships

Future Ready Gear

KETS GUIDING PRINCIPLE – Connecting students 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 and business/industry, in support of student learning and preparation beyond K-12.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

AA-1	Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication *(districts, vendors, higher-education, regional cooperatives)*
AA-2	Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts *(Webcasts, BrightBytes, 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)*
AI-1	Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation
AI-2	Encourage postsecondary institutions to host STLP events and /or more fully maximize the opportunity to showcase the university and its programs while students are on campus

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Conclude Partnership of Grant 1 “Tough as Nails - Rural Sustaining Computational Thinking (CT) Pathways” - K-5 participation in July 2023 STEM-CT integration workshop with “Future of Work” partnership supported by National Science Foundation, Digital Promise, South Fayette SD, BitSource.	Library-Media Specialists STLP DTC DLC(s)	2023 - 2024	National Science Foundation - Digital Promise	Extended Year: $17,730.00 NSF 1	Internal Survey Results Professional Learning Feedback Research Output & Publication
AA-1	“Drawing on Kinship” Grant will work to expand storytelling within STEAM Problem-Based Learning with community connections and problem solving through implementation of KY Required Technology Standards integration.	Library-Media Specialists STLP DTC DLC(s)	2023 - 2024	National Science Foundation - Digital Promise	2022-2026 NSF 2 Grant “*Drawing on Kinship*” $46,000	Internal Survey Results Professional Learning Feedback Research Output & Publication
AA-2	Through partnership with Stanley Pigman, Pikeville High School & Pikeville Elementary will participate in the Project Lead the Way program in support of Engineering, and PLTW Gateway Program Pathways.	Instructional Supervisors(s) DIC(s) DTC Engineering/Physical Science Teacher Building Principal	2023 - 2024	Project Lead the Way Local Technology SBDM Perkins	Budget support itemize for Personalized Professional Learning.	Career Pathway End of Path Assessment Results Industry Certification Results Enrollment to Program
AA-2	Engineering & Computer Science Pathway support is being built through the expansion of the Engineers Advisory Committee &	Instructional Supervisors(s) DTC Engineering/Physical Science Teacher	2022-2023			Engineers Advisory Committee Career Pathway End of Path Assessment Results Industry Certification Results Enrollment to Program

	exploration of internship and apprenticeship opportunities for high school CTE students.	Building Principal				
AA-1	Administrative Team and Teachers will participate in conferences and/or workshops offered through KySTE to improve digital workflow, digital relationships and digital collaboration. Teachers will investigate effective use of technology to personalize and differentiate lessons.	Instructional Supervisor(s) DTC DLC(s) Classroom Teachers Library Media Specialists	2023 - 2024	Local	$6,000	Internal Survey Results Professional Learning Feedback
AI-2	Students will participate in Student Technology Leadership Program (STLP) to showcase learned technology skills.	DTC Instructional Supervisor(s) STLP Coordinator(s)	2023 - 2024	None		STLP Results Number of participants in program

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. A robust digital environment provides students with the opportunity to assess their own learning/progress.

Areas of Emphasis: Areas of Acceleration (AA) /Areas of Improvement (AI)

AA-1	Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines
AA-2	Continue providing opportunities for students to demonstrate learning connected to and through technology *(empowering students through technology with STLP, IT Academy, etc.)*
AA-3	Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards *(based on International Society for Technology in Education standards)* for ALL students
AA-4	Continue providing 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 digital instructional materials through an equitable of robust digital experience
AI-1	Identify 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
AI-2	Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy
AI-3	Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Expand implementation of BrightBytes ETI for the evaluation of the EdTech Impact of digital learning tools. Digital learning teams will use ETI data to determine the digital resources that best meet the needs and goals of each school.	DTC Principal(s) Instructional Supervisor(s)	2023 - 2024			BrightBytes ETI Reports Digital Learning Team Evaluation Notes Department Level Meeting Notes
AA-1 AA-4 AI-1 AI-3	High Quality Instructional Resources will be evaluated through the district Digital Resource Request Process based upon content standards, instructional supports, individualization of student needs, differentiation of student experience upon academic and developmental appropriateness. Must provide Real-Time data to students & teachers to make appropriate instructional adjustments, and inform instruction without the risk of replacing current use of other strong instructional practices.	Instructional Supervisor(s) Principal(s) DTC DLC(s)	2023 - 2024			Implementation of Digital Resource Request Tool Evaluation of Tools EdTech Impact Data Data Driven Interventions Product Data Reporting
AA-1 AA-2	Technology Curriculum Team will continue to work K-12 to identify tangible outcomes at each grade-level and age-appropriate expectations for the areas of the regulatorily	DTC Principal(s) Instructional Supervisor(s) Digital Literacy / STEM Teachers	2022-2023			Curriculum Mapping Team Documents

	required KAS for Technology; Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator.					
AA-1 AA-5	8th/9th grade students who have enrolled in Digital Literacy will be proficient in technology literacy and digital citizenship by May 2024.	DTC Instructional Supervisor(s) Digital Literacy Instructors	2023 - 2024	Local		Student Curated Digital Learning Artifacts
AA-1 AA-5	6th grade students will be proficient in technology literacy and digital citizenship by May 2023.	DTC Instructional Supervisor(s) Digital Literacy Instructors	2023 - 2024	Local		Student Curated Digital Learning Artifacts
AA-1 AA-5	By the end of 9th grade students will take Digital Literacy for high school credit to lay adequate foundation to complete Digital Learning Artifacts by 12th grade.	SBDM Principal Counselor Instructional Supervisor(s)	2023 - 2024	None		Student Curated Digital Learning Artifacts
AA-2	Students will participate in various programming/coding initiatives such as Code.org's Hour of Code, SOAR's Hack-a-Thon, Girls Who Code, and other opportunities to encourage Computer Science in curriculum integration.	DTC Instructional Supervisor(s)	2023 - 2024	None		

AA-3	The district will offer career majors through the Career & Technical Education Program focusing on Business, Programming, Engineering, and Game & Digital Design..	DTC Instructional Supervisor(s)	2023 - 2024	None		Career Pathway End of Path Assessment Results Industry Certification Results Enrollment to Program
AI-1	The district will facilitate vertical and horizontal curriculum review/revision in core subject areas to include common core standards and technology integration as outlined by Kentucky Academic Standards for Technology and Computer Science and CIPA.	Instructional Supervisor(s)	2023 - 2024	None		Technology & Computer Science Standards Committees CSforAll SCRIPT Team
AA-3 AI-2	The district CSforAll S.C.R.I.P.T. Team will continue to evaluate and implement 3 month, 6 month and 9 month goals as we continue to build the K-12 Computer Science Pathway.	Instructional Supervisor(s) DTC SCRIPT Team	2023 - 2024	None		Technology & Computer Science Standards Committees materials CSforAll SCRIPT Team Rubrics & Goals Updates
AA-1 AA-3	Students' technology literacy skills, as outlined in Kentucky Academic Standards and CIPA, will be assessed through Implementation of Digital Curriculum Artifacts; students will capture artifacts of digital and technology enhanced job skills to be shared with, but not limited to: prospective internships,	Instructional Supervisor(s) Library Media Specialist(s) Digital Literacy Instructors	2023 - 2024	Local		Student Curated Digital Artifacts

	employment, scholarship applications, and admissions consideration.					
AI-1	Teachers will analyze student curated digital artifacts and adjust curriculum according to student need.	Instructional Supervisor(s) PHS Principal PES Principal Library Media Specialist(s)	2023 - 2024	None		
AA-1	All students will complete Digital Citizenship (or equivalent) curriculum by the 9th grade.	Instructional Supervisor(s) PHS Principal PES Principal DTCs DLC(s)	2023 - 2024	None		Lesson Plans
AA-1	CTE Career Major students will complete their first Career Pathway Assessment by the end of Year 2 of their career major schedule and then complete their second Career Pathway Assessment before the end of Year 4 (or Graduating Year)	Instructional Supervisor(s) PHS Principal DTCs CTE Teachers Guidance Counselor(s)	2021-2025	Perkins Local		Assessment Results
AA-1	Introduction to Computer Science will continue to be a required rotation at Junior High continuing the foundational introduction to the logic and computational/critical thinking	Instructional Supervisor(s) PHS Principal DTCs Guidance Counselor(s)	2022 - 2024	Local		Assessment Results

AA-1	Tech Concepts will continue to be required by the end of 9th grade	Instructional Supervisor(s) PHS Principal DTCs Guidance Counselor(s)	2022 - 2024	Local		Assessment Results
AA-1 AA-5	Elementary Computer Applications classes will incorporate curriculum for media literacy and digital citizenship into 3rd-6th grade classes.	Instructional Supervisor(s) PHS Principal PES Principal DTCs Library Media Specialists Digital Literacy Instructor	2023 - 2024	None		

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: Areas of Acceleration (AA) /Areas of Improvement (AI)

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
AI-1	Provide district with guidance and support to determine crucial learning needs of teachers resulting in more professional learning opportunities related to digital learning tools

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Vertical and horizontal PLC's will investigate various methods of technology enhanced formative and summative assessment.	DTC Instructional Supervisor(s) PHS Principal PES Principal	2023 - 2024	None Needed		
AA-1	Teachers will be provided the opportunity and encouraged to supply lesson resources and/or work samples in support of State Technology Standards and National Science Foundation supported	DTC Instructional Supervisor(s)	2023 - 2024	None Needed		Technology Lesson Bank Capture Tool & Database

	computational thinking pathway implementations.					
AA-1	Conclude Partnership of Grant 1 “Tough as Nails - Rural Sustaining Computational Thinking (CT) Pathways” - K-5 participation in July 2023 STEM-CT integration workshop with “Future of Work” partnership supported by National Science Foundation, Digital Promise, South Fayette SD, BitSource.	Library-Media Specialists STLP DTC DLC(s)	2023 - 2024	National Science Foundation - Digital Promise	Extended Year: $17,730.00 NSF 1	Internal Survey Results Professional Learning Feedback Research Output & Publication
AA-1	“Drawing on Kinship” Grant will work to expand storytelling within 5th-8th Grade STEAM based Problem-Based Learning with community connections and problem solving through implementation of KY Required Technology Standards integration.	Library-Media Specialists STLP DTC DLC(s)	2023 - 2024	National Science Foundation - Digital Promise	2022-2026 NSF 2 Grant “*Drawing on Kinship*” $46,000	Internal Survey Results Professional Learning Feedback Research Output & Publication
AI-1	Investigate funding sources and scheduling opportunities for department, content, and/or designated leaders to attend external, technology integration focused professional learning opportunities.	Instructional Supervisor(s) DTC DLC(s)	2023 - 2024	None		Professional Learning Survey Results and Feedback
AA-1	Digital Learning Coaches will provide job-embedded professional learning and coaching	Instructional Supervisors DLC(s)	2023 - 2024	Community Schools Grant		Student Curated Digital Artifacts DLC Outcomes

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 and digital relationships, etc., assist in providing the vehicle for anywhere, anytime learning.

Areas of Emphasis: Areas of Acceleration (AA) /*Areas of Improvement (AI)*

AA-1	Continue to provide guidance, support and resources for districts in the development and application of high quality online/virtual coursework as well as implementation of learning management systems
AI-1	Educate and support districts in the implementation and facilitation of digital learning tools and portable technologies that foster anywhere, anytime access for staff and students

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Teachers will continue to use digital resources to create personalized learning experiences and increase student choice to share and demonstrate understanding	Instructional Supervisor(s) Principal(s) DLC(s)	2023 - 2024	None		Student Curated Digital Artifacts
AA-1	The district will facilitate PLC's focusing on vertical and horizontal curriculum review & revision in core subject areas to include technology integration as outlined by Kentucky Academic Standards and CIPA	Instructional Supervisor(s) Principal(s) DLC(s)	2023 - 2024	None		

AI-1	Teachers will participate in training for the effective integration of technology in teaching through; face-to-face technology workshops, job embedded professional development, and/or utilizing resources.	Instructional Supervisor(s) DTC DLC(s)	2023 - 2024	Local (Salaries)		Professional Learning Survey Results and Feedback
AI-1	Teachers will receive training on the effective use of Learning Management Systems (LMS) to enhance student communication and diverse assessment techniques.	Instructional Supervisor(s) DTC	2023 - 2024	Local (DTC Salaries)		LMS Usage Reports Professional Learning Survey Results and Feedback