Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME	Pikeville Independent Schools
LOCATION	Pikeville, KY
PLAN YEAR(S)	2024-2025

pikeville.kyschools.us

"We cannot block or ignore the technology that is growing up with us." -
Pikeville Elementary Student Council Officer Lauren Thomas

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Planning Team

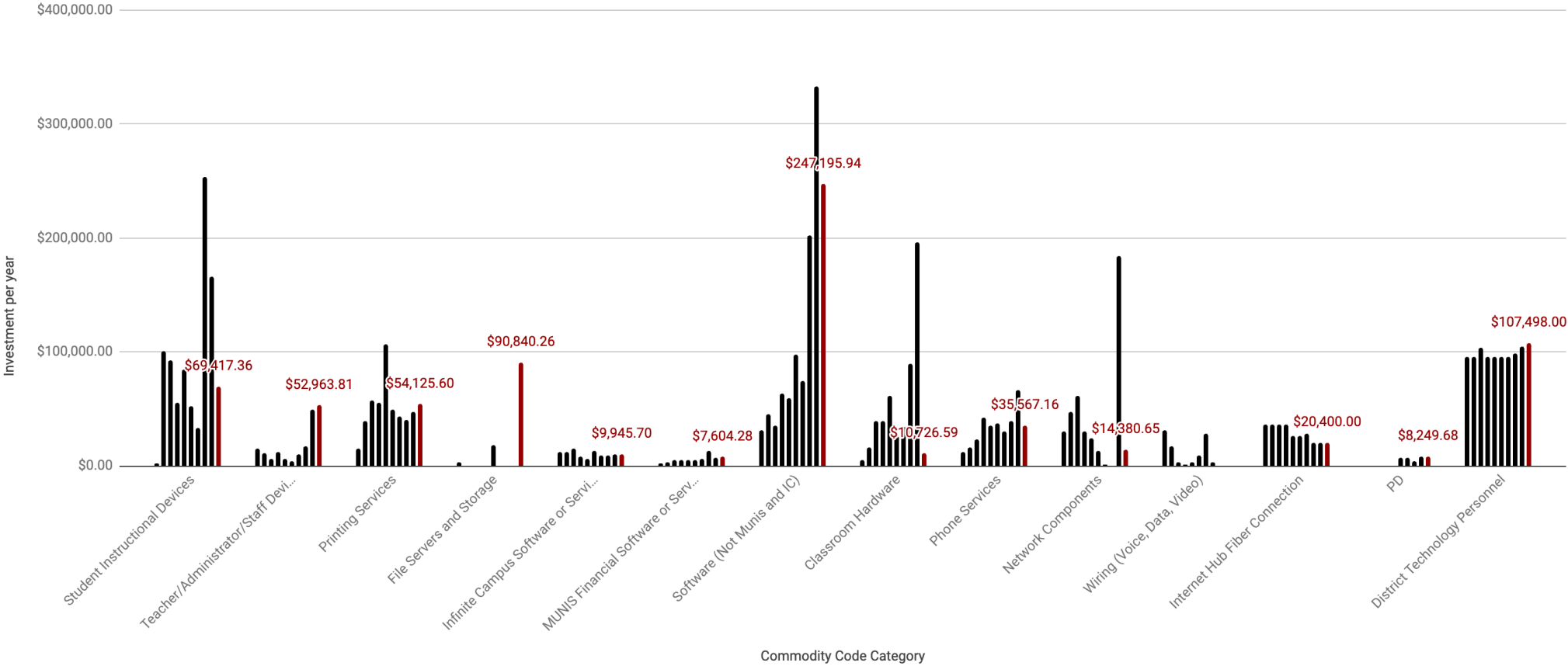| District Staff	
David Trimble, Superintendent	Taffie Wells, Instructional Supervisor / DAC
Neil Arnett, District Technology Coordinator	Kim Clevinger, Instructional Supervisor / Federal Programs
Cory Smith, District Data & Communications Specialist	Ashla Vanhoose, Director of Special Education
Brandon Blackburn, Principal - Pikeville High School	Glenda Adkins, Principal - Pikeville Elementary
Brad Allen - Pikeville High School, Assistant Principal	Kristen Potter, Assistant Principal - Pikeville Elementary
Sarah Blackburn - Digital Learning Coach\Community Schools Coord.	Brian Hobbs - Digital Learning Coach\Community Schools Coord.

Building Staff	
Amanda Robinson - Pikeville Elementary, STEM	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, Engineering/Science
Natasha Baird - Pikeville Elementary, Intermediate Grades	Dominique Messer - Pikeville High School Language Arts
Taylor Gilley - Pikeville Elementary, Primary Grades	Daniel Harmon - Pikeville High School CTE
Raquel Goodman - Pikeville Elementary Primary Grades	Rebecca King - Pikeville High School, Language Arts
Markayla Stevens - Pikeville Elementary, Primary Grades	Tom Asbury - Pikeville High School, Humanities

Students	
Pikeville Elementary Student Council Members	Pikeville High School Student Council Members
Lauren Thomas	Andrew Deskins
Brody Robinson	Liam Blackburn
Justice Fouts	

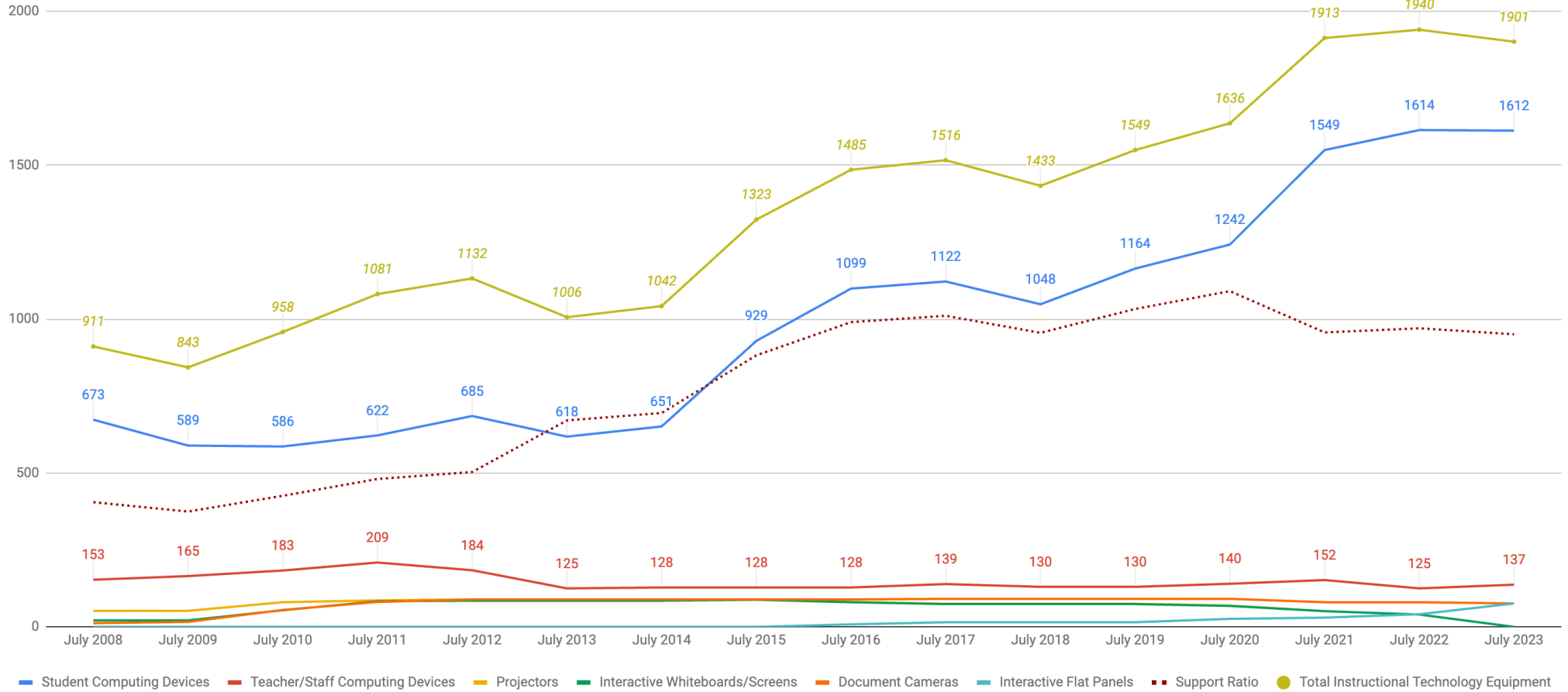| Other [parents/community members, business and nonprofit leaders, etc.]	
Community Schools Partnership	Digital Promise Core Research-Practitioner Partnership Team
Engineering Steering Committee	Pikeville Schools Artificial Intelligence Advisory Task Force

Technology Investment Activity Report 2013-2023

10 Year: $5,873,952.37 - - 2022-2023: $728,915.03

Legend: 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023

Y-axis: Investment per year ($0.00 to $400,000.00)

X-axis: Commodity Code Category

Labeled values by category (2022-2023):
- Student Instructional Devices: $69,417.36
- Teacher/Administrator/Staff Devi...: $52,963.81
- Printing Services: $54,125.60
- File Servers and Storage: $90,840.26
- Infinite Campus Software or Servi...: $9,945.70
- MUNIS Financial Software or Serv...: $7,604.28
- Software (Not Munis and IC): $247,195.94
- Classroom Hardware: $10,726.59
- Phone Services: $35,567.16
- Network Components: $14,380.65
- Wiring (Voice, Data, Video): (no label)
- Internet Hub Fiber Connection: $20,400.00
- PD: $8,249.68
- District Technology Personnel: $107,498.00

2008-2023 Device Growth

Legend: Student Computing Devices · Teacher/Staff Computing Devices · Projectors · Interactive Whiteboards/Screens · Document Cameras · Interactive Flat Panels · Support Ratio · Total Instructional Technology Equipment

	July 2008	July 2009	July 2010	July 2011	July 2012	July 2013	July 2014	July 2015	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023
Student Computing Devices	673	589	586	622	685	618	651	929	1099	1122	1048	1164	1242	1549	1614	1612
Teacher/Staff Computing Devices	153	165	183	209	184	125	128	128	128	139	130	130	140	152	125	137
Total Instructional Technology Equipment	911	843	958	1081	1132	1006	1042	1323	1485	1516	1433	1549	1636	1913	1940	1901

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 the last 2 years went well?
- Successful expansion of two Digital Learning & Instructional Coaches within the Curriculum & Instruction Department
- Continued monitoring and conversations regarding edtech impact for the evaluation 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.
- Savings of $56,645.00 in 2023-2026 through use of Ed Tech Impact data, team level discussions and consolidation or reduction of digital learning tools.
- 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 latest negotiated agreement. Additionally awarded $81,600 over five years from FCC E-Rate Funds to cover 80% of the lease agreement. Successfully collaborated with Nutrition Services to secure CEP designation with USDA and subsequent multiplier to maintain ERate 80% discount rate.
- District Technician (Data & Communications Specialist) role continues to expand to better support immediate classroom and network needs.
- Completed optimization of advanced e911 safety capabilities and remote connection options.
- 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.
- Continued access to STEM Education initiative to integrate Computational Thinking in K-8, partnership with National Science Foundation. Awarded additional $46,000 in 2023 of NSF award for teacher Problem-Based Learning & Community Ingenuity - training & classroom implementation. Being leveraged successfully by Learning Coaches for extra teacher planning supports around Deeper Learning and Blended Learning efforts.
- 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.
- Replacement of Pikeville Elementary STEM Lab workstations with modern Apple workstations through successful completion of Apple Administrator training to receive a total award of devices valued at $24,980. District investment in training $5,000.00

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 ?
- ☑ Upgrade lab devices to support Business & Multimedia pathways and purchase supporting resources and materials as needed.
- ☑ Upgrade lab devices to support Elementary Technology & STEM Lab and purchase supporting resources and materials as needed.

☑ 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.

☑ 1:1 Classroom-based initiative complete grades K - 12th. 100% completion of homerooms grades Kindergarten - Twelfth. ($110,946 average annual sustainability replacement cost)

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

- Continue 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.
- Increased threat to data security, a locally hosted back-up solution is needed to maintain data integrity and restore data in the event of data loss or corruption.
- 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:

- Having the ability to have access to so much technology. I am not used to the constant support and assistance with technology. Also, the promptness when devices are damaged or malfunction.
- Students now seem acclimated to accessing and completing assignments from whatever central learning system is utilized by a district (schoology, classroom, etc.) and are now able to quickly start their work in a class.
- Teacher support + Up to date technology that is useful in the classroom!

How has your most used Digital Learning Tool revolutionized your classroom in the last 1-3 Years?

Allows me to create effective assessments for my classes and provide **effective feedback** to students.

I use it to give my students assessments that **model** end of the year testing. The questions are better than any program I have found. The data given is very useful as well.

Helps me to **individualize** instruction for each instrument which can not be done in large group rehearsal.

I have several Physical Education sites that I go to for information and the kids can use their phones to read and review the material.

Allows for **simulations** we can't do in the classroom. The simulations have lots of data **analysis** which is much needed practice for my students and shows application of their knowledge

Ease of Group Work and **Cooperative** Learning

I create a weekly presentation/participation for each of the items I am introducing and concentrating on for the week. This includes videos, games, practice opportunities.

Helps to ==identify and **target**== students that are struggling with reading skills.
Allows students to get **rich feedback**, example problems, and videos to walk them through problems that match the standards of my class.
Very useful in history classes because ==we can tour actual places== we are studying.
Allows me to ==find **quality**== texts to assign as needed throughout my curriculum and for ==leveling the lexile to **accommodate**== various groups of students.
We have a ==self-paced classroom== and provides **data**
I feel like I am ==**teaching my students how to analyze sources**== so much better
Students are **engaged** in technology.
Students are learning a **variety** of new technologies.
Students are learning in a **diverse** way.

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]

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.

- Updated & Required staff training of Data security and Privacy - DLCs & DTC will collaborate to include latest information and guidance.
- Maintain 1:1 devices and repair costs estimated: $22,778.00 (2024 & 2025)
- Sustain 1:1 replacement five-year cycle, 2024 and 2025 projected cost $232,520.00
- 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, 2024 and 2025 estimated $24,840.00
- Teachers will have the opportunity to participate in the 2024 STEM EKY Summer Institute as a part of the Digital Promise NSF initiative

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 Elementary and Pikeville High School Student Council Members participated in round-table discussions with educators and district leaders during Annual EdTech Planning Roundtable.
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.*
>
> *Quotes from students during discussion groups and feedback:*
>
> "We cannot block or ignore the technology that is growing up with us." - *Pikeville Elementary Student Council Officer Lauren Thomas*
>
> 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 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 teacher 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-3	Select teacher leaders will be trained in Deeper Learning Strategies, including strategies that will enhance or support classroom technology integration.	DLCs Teacher Deeper Learning Coaches	2022-TBA	KVEC		Classroom Technology Integration Data Deeper Learning Action Research Data

GO-1	Various resource/idea sharing platforms (i.e. Padlet, Google Classroom, Microsoft Teams) will be piloted in an effort to provide PES teachers with a local digital space for collaboration and resource sharing for new district initiatives.	DLCs Teacher Leaders	Spring 2024-Fall 2024-2025	Local		Pilot Teacher feedback and participation data from selected platforms.
AA-1	Conduct stakeholder feedback survey annually and share findings with Stakeholder Roundtable representatives, Instructional Department, and	DTC DLC(s)	2024-2025			Stakeholder evaluations
AA-1	Conduct annual Education Technology Stakeholder Roundtable that includes educators that represent grade levels and departments as recommended by each school principal, administrators, and student council representatives of both schools.	DTC	2024-2025			Roundtable Feedback documentation Stakeholder evaluations
AA-2	Educators and leaders will continue to collaborate with research teams in the National Science Foundation RPP (Research-Practitioner Partnership Grant) through Digital Promise and the Community Schools Grant through Wilderness Foundation to continue the	DLC(s) DTC Instruction / Professional Development	2024-2025			Teacher outcomes from training and research feedback loop exercises. Student product and artifacts. National Science Foundation advisory board feedback

	deep connections of problem-solving, critical thinking, leadership, deeper learning, and computational thinking strategies.					
AA-3	Continued engagement of the PISD Artificial Intelligence Task Force advisory group of representative educators and administrators to deepen learning connections, learning efficiencies, ethical use guidelines, training needs, and standards.	DLC(s) Instruction	2024-2025			Implementation of Pikeville AI Guidelines and further training / instructional products

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 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	*2024 - 2025*	Local		TAR
AA-2 AI-1	Schools will be provided with technical, instructional, and administrative support to ensure that all students have	Instruction DTC DLC(s)	*2024 - 2025*	Local		HelpDesk Logs Technology Project Management DRS

	equitable access to technology.					
AA-3 AI-1	Continue aged-replacement cycle of 21st century classroom components as needed in new classrooms as staffing requires. Including interactive lcd display & document camera.	Federal Programs DTC	*2024 - 2025*	Local KETS Title I Title VI ESSER	$5,000	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	*2024 - 2025*	KETS Local Technology Title VI ESSR/ARP	2023: $24,600.00 2024: $118,080.00	TAR Data Technology Committee Surveys
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	*2024 - 2025*	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	*2024 - 2025*	None		KETS Monitoring Information Internal Network Monitor Tools
AA-2 AA-4	Teacher workstations, intelligent classroom components, and instructional	DTC		KETS Local Technology	$7,560 (2024) $17,280 (2025)	HelpDesk Logs

	software will be evaluated/replaced/added as needed.					
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	$5,075	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 & 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 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	Updated & Required staff training of Data security and Privacy - DLCs & DTC will collaborate to include latest information and guidance.	DTC DLC PD Coordinator	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*
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	*2024 - 2025*	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	*2024 - 2025*	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. A Federally required public hearing will be held prior to the enactment of updated policy by Board of Education.	DTC Instruction DLC(s)	*2024 - 2025*	None		Policy Updates

	Develop a Digital Learning Cohort of teachers grades K-12 who will participate in professional learning and co-teaching, and will work closely with the DLCs on implementing Dig Cit strategies and lessons in everyday curriculum. DLCs will develop a Digital Portfolio for students in grades 4-8 that will display student work through the technology standards, including the Digital Citizenship component.	DLCs				
AA-1	Increase student account security measures, including student password security, authentication methods, and security policy.	DTC Instruction	*2024 - 2025*	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 - 2025*	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 - 2025*	KETS Local Technology		
AA-4 GO-2	Continued support and security for MTSS Systems that provide real time student progress and intervention data for improved student learning.	DTC Instruction	*2024 - 2025*			

	Including EduClimber, Student Conduct Reporting System, and Diagnostic Assessments					
AA-3	Utilize District EdTech Feedback Tool & SpeakUP Digital Learning Survey to measure implementation and impact metrics from stakeholder perspective.	DTC	*2024 - 2025*			
AA-1 AA-2	Generative Artificial Intelligence data security and privacy guidelines will be integrated into Digital Citizenship lessons / professional learning as well as steered by district guideline sheets.	DLC(s) Instruction DTC	*2024 - 2025*			
AA-2	District Technology Staff will continue to engage with U.S. Cybersecurity & Infrastructure Security Agency division of Department of Homeland Security to continuously evaluate and improve risks and mitigation strategies.	DTC	*2024 - 2025*			
AA-2	Implement modernized student account security measures including password policy, identity management and strengthened conditional access.	DTC	*2024 - 2025*			

## 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 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) Instruction DLC(s)	2024 - 2025			Internal Survey Results SpeakUp Survey Results
AI-4	Continued evaluation of the EdTech Impact of digital learning tools. Digital learning teams will use data to determine the digital resources that best meet the needs and goals of each school.	DTC Principal(s) Instruction DLC(s)	2024 - 2025			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) Instruction DLC(s)	2024 - 2025			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 real-time needs to technology staff for more efficient triage of technical assistance.	DTC Principal CTE Department Data & Communications Specialist	2024 - 2025			Helpdesk logs FAQ Documentation Call Logs
AA-3	Continue to purchase Microsoft Campus Agreement.	DTC	2024 - 2025	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	2024 - 2025	Local	$7,389.01	
AA-1 AA-2	Continue to purchase District Website and district-branded application.	DTC Principal(s)	2024 - 2025	Local	July 2024 - $5,566.00	
AA-1	Continue to purchase and expand the implementation of home to school communications system.	DTC Instruction Principal(s)	2024 - 2025	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 Instruction Principal(s) DLC(s)	2024 - 2025	Title I Local Title VI	$194,623.95	BrightBytes EdTech Impact Individual resource utilization reports, RTI data, Benchmark Reports
AI-1	Continue to purchase Helpdesk and asset management software.	DTC	2024 - 2025	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	2024 - 2025	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	2024 - 2025	Local Technology	$4,872	Papercut Reports
AI-2	Schools will continue to maintain or renegotiate Copier	School Administration	2024 - 2025	SBDM	$10,003.08 PHS	TAR Report

	Leases.				$18,300 PES	
AI-3 AA-2	Chromebook Maintenance and Total Cost of Ownership	DTC School Administration		Local Technology SBDM	$11,111.20	Helpdesk 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 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 September 2024 STEM / Computational Thinking / Data Science planning workshops with DLCs partnership supported by National Science Foundation, Digital Promise, South Fayette SD, BitSource.	DLC	July 1, 2023 by September 30, 2024	National Science Foundation - Digital Promise	Extended Year: $17,730.00 NSF 1	Internal Survey Results DLC Feedback and Reflection Professional Learning Feedback Research Output & Publication
AA-1	"Drawing on Kinship" Grant will work to expand and support the Design Process of STEAM Problem-Based and Deeper Learning Experiences with community connections and problem solving through implementation of KY Required Technology Standards integration and cross-curricular collaborations.	Library-Media Specialists STLP DTC DLC(s)	2022 - 2026	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.	Instruction DLC(s) DTC Engineering/Physics Science Teacher Building Principal	2024 - 2025	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	Instruction DTC	2024-2025			Engineers Advisory Committee Career Pathway End of Path

	being built through the expansion of the Engineers Advisory Committee & exploration of internship and apprenticeship opportunities for high school CTE students.	Engineering/Physical Science Teacher Building Principal				Assessment Results Industry Certification Results Enrollment to Program
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.	Instruction DTC DLC(s) Classroom Teachers Library Media Specialists	2024 - 2025	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 Instruction STLP Coordinator(s)	2024 - 2025	None		STLP Results Number of participants in program

Digital Curriculum, Instruction & Assessment
Future Ready Gear

KETS GUIDING PRINCIPLE – 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-3	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 AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Continued implementation and evaluation of the EdTech Impact of digital learning tools. Digital learning teams will use data to determine the digital resources that best meet the needs and goals of each school.	DTC Principal(s) Instruction	2024 - 2025			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	Instruction Principal(s) DTC DLC(s)	2024 - 2025			Implementation of Digital Resource Request Tool Evaluation of Tools EdTech Impact Data Data Driven Interventions Product Data Reporting

	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.					
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 required KAS for Technology; Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator.	DTC Principal(s) Instruction Digital Literacy / STEM Teachers	2022-2023			Curriculum Mapping Team Documents
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 Instruction Digital Literacy Instructors	2024 - 2025	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 Instruction Digital Literacy Instructors	2024 - 2025	Local		Student Curated Digital Learning Artifacts
AA-1 AA-5	By the end of 9th grade students will take Digital	SBDM Principal	2024 - 2025	None		Student Curated Digital Learning Artifacts

	Literacy for high school credit to lay adequate foundation to complete Digital Learning Artifacts by 12th grade.	Counselor Instruction				
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 Instruction	2024 - 2025	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 Instruction	2024 - 2025	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.	Instruction	2024 - 2025	None		Technology & Computer Science Standards Committees CSforAll SCRIPT Team
AA-1 AA-3	Students' technology literacy skills, as outlined in Kentucky Academic Standards and CIPA, will be assessed	Instruction Library Media Specialist(s) Digital Literacy	2024 - 2025	Local		Student Curated Digital Artifacts

	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, employment, scholarship applications, and admissions consideration.	Instructors				
AI-1	Teachers will analyze student curated digital artifacts and adjust curriculum according to student need.	Instruction PHS Principal PES Principal Library Media Specialist(s)	2024 - 2025	None		
AA-1	All students will complete Digital Citizenship (or equivalent) curriculum by the 9th grade.	Instruction PHS Principal PES Principal DTCs DLC(s)	2024 - 2025	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)	Instruction 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	Instruction PHS Principal DTCs Guidance	2022 - 2024	Local		Assessment Results

	foundational introduction to the logic and computational/critical thinking	Counselor(s)				
AA-1	Tech Concepts will continue to be required by the end of 9th grade	Instruction 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.	Instruction PHS Principal PES Principal DTCs Library Media Specialists Digital Literacy Instructor	2024 - 2025	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: 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 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 Instruction PHS Principal PES Principal	2024 - 2025	None Needed		
AA-1	Teachers will be provided the opportunity and encouraged to	DTC Instruction	2024 - 2025	None Needed		Technology Lesson Bank Capture Tool & Database

	supply lesson resources and/or work samples in support of State Technology Standards and National Science Foundation supported computational thinking pathway implementations.					
AA-1	Conclude Partnership of Grant 1 "Tough as Nails - Rural Sustaining Computational Thinking (CT) Pathways" - K-5 participation in September 2024 STEM / Computational Thinking / Data Science planning workshops with DLCs partnership supported by National Science Foundation, Digital Promise, South Fayette SD, BitSource.	DLC	July 1, 2023 by September 30, 2024	National Science Foundation - Digital Promise	Extended Year: $17,730.00 NSF 1	Internal Survey Results DLC Feedback and Reflection Professional Learning Feedback Research Output & Publication
AA-1	"Drawing on Kinship" Grant will work to expand and support the Design Process of STEAM Problem-Based and Deeper Learning Experiences with community connections and problem solving through implementation of KY Required Technology Standards integration and cross-curricular collaborations.	Library-Media Specialists STLP DTC DLC(s)	2022 - 2026	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	Instruction DTC DLC(s)	2024 - 2025	None		Professional Learning Survey Results and Feedback

	opportunities.					
AA-1	Digital Learning Coaches will provide job-embedded professional learning and coaching	Instruction DLC(s)	2024 - 2025	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, 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 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	Instruction Principal(s) DLC(s)	2024 - 2025	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	Instruction Principal(s) DLC(s)	2024 - 2025	None		

	Kentucky Academic Standards and CIPA					
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.	Instruction DTC DLC(s)	2024 - 2025	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.	Instruction DTC	2024 - 2025	Local (DTC Salaries)		LMS Usage Reports Professional Learning Survey Results and Feedback