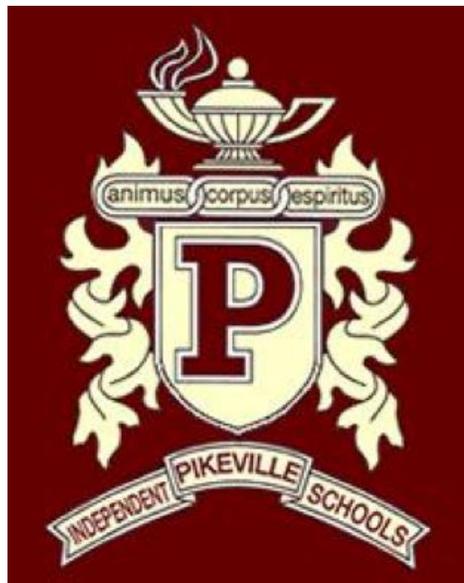


DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Pikeville Independent

LOCATION Pikeville, KY

PLAN YEAR(S) 2019-2020



<http://www.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.]	
Jerry Green, Superintendent / CIO	Johnny Belcher, Instructional Supervisor / DAC
Neil Arnett, Co-DTC	Mary Belcher, Instructional Supervisor
Brandon K. Blackburn, Co-DTC / Tech Teacher	Jason Booher, Principal - Pikeville High School
	Robert Jones, Principal - Pikeville Elementary
Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Charles Holbrook - Pikeville Elementary	Ashley Adams - Pikeville High School
Christina Howard - Pikeville Elementary	Candi Roberts - Pikeville High School
Kim Fields - Pikeville Elementary	Jesse Lucas - Pikeville High School
Sarah Blackburn - Pikeville Elementary	Lukas Burchett - Pikeville High School
Natasha Baird - Pikeville Elementary	Mary Ann Prater - Pikeville High School
Beth Coleman - Pikeville Elementary	Rebecca King - Pikeville High School
	Tom Asbury - Pikeville High School
Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Students [Recommended to include middle and/or high school students]	
Campbell Dawahare - Senior	Kaila Zacarias - Junior
Other [parents/community members, business and nonprofit leaders, etc.]	

Previous Plan Evaluation

In this section include a discussion of the “expiring” (*previous year’s*) plan using the prompts below. Attempt to limit your narrative to the space provided.

What goals were met?

In 2018-19 Pikeville Independent Schools completed WAN & LAN network modernization with the purchase of networking equipment as part of the goal to maximize network connectivity leveraging federal eRate and local funding to meet this goal.

In addition to networking equipment, Chromebooks and Interactive displays were purchased as part of the ongoing initiative to provide equitable access and industry-standard devices for continued effective technology integration.

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

The B.O.A.S.T. form and badge system has yet to be fully implemented as stated in 2018-19 plan. The goal of this system is to further the sharing of effective technology strategies and increase collaborative opportunities..

Areas of improvement?

During the 2018-2019 school year: Increased student device access by 11.1% (73% increase since 2008), offered 26 hours of flexible technology integration professional learning opportunities.

Areas/goals that are no longer relevant?

Core network equipment including core router, WAN optics, LAN IDF optics and wired network ports were replaced in 2018-2019 taking advantage of 70% E-Rate Discount and ensuring that all network ports are now modernized. All Fiber optic connections are now 10 gigabit links from the Core WAN to each LAN IDF stack.

Needs that emerged after evaluation of the previous plan?

Continue to increase student access to devices with emphasis shifting to accommodate impending online assessment field testing.

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.

New Plan Preview

This is a high-level overview or executive summary of the plan as a whole. Attempt to limit your narrative to the space provided below.

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

How did you and the planning team decide on the goals 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 to receive feedback and analyze results which was discussed by the planning team in addition to administrative discussions.

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.

Professional Learning Opportunities are shared with educators including both flexible and scheduled Professional Learning opportunities relevant to goals and initiatives discussed in the technology planning meetings.

In addition to these opportunities, district technology personnel and the administrative team will consider requests for additional student, teacher, and classroom devices and determine purchases and placement of devices each year.

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)?

SpeakUp Survey Mobile Learning Snapshot 6th - 12th 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 Mobile Learning Snapshot Survey 9th - 12th grade students:
 - Being able to use an Internet-connected mobile device in class this year will help me become a better student.
 - 74% 9th-12th grade students "Strongly Agree"
 - What do you think will be the benefits for you of being able to use a mobile device in class this year? As a result of using a mobile device in class this year, I will be:
 - Collaborating with other students more - 77%
 - Communicating with my teacher more often - 77%
 - In control of my learning - 73%
 - More comfortable using technology and digital tools for learning - 74%
 - Learning skills that will help me in the future - 70%
 - How important do you think it is for every student to be able to use a mobile device during the school day to support schoolwork?
 - 68% responded "very important"
- Responding to the SpeakUp Mobile Learning Snapshot Survey 6th - 8th grade students:
 - Which of these types of schoolwork activities have you done this year using a mobile device, either your own or a school provided device?
 - Take online tests or quizzes - 87%
 - Research on the Internet - 80%
 - What do you think will be the benefits for you of being able to use a mobile device in class this year? As a result of using a mobile device in class this year, I will be:
 - Learning at my own pace - 80%
 - In control of my learning - 73%
 - Learning in a way that fits my learning style - 71%

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 37 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 student and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices *(fewer traditional computer labs)*

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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-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(s)	2019-2020	Local		HelpDesk Logs DRS
AA-3 AI-1	Maintain and replace intelligent classroom components as needed to maintain 21 st century learning environments.	Instructional Supervisor(s) DTC(s)	2019 - 2022	Local KETS Title I Title VI	\$16,500	HelpDesk Logs TAR Data
AA-3 AI-1	Purchase additional mobile devices to support technology enhanced curriculum and assessment.	DTC(s)	2019 - 2020	KETS Local Technology Title VI	\$62,000	TAR Data Technology Committee Surveys
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(s)	2019 - 2020	None	-	KETS Monitoring Information Internal Network Monitor Tools
AA-2 AI-1	Investigate the effectiveness and sustainability of a 1:1 initiative through strategic instructional partnerships and planning.	DTC(s)	2019 - 2021	Local Technology	\$5,000	Internal Survey Results SpeakUp Survey Results

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AA-2 AA-4	Teacher workstations, intelligent classroom components, and instructional software will be replaced/added as needed.	DTC(s)		KETS Local Technology	\$32,900	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(s)		None		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(s)		Local ERate	\$22,200	TAR Report MUNIS Report KETS Monitoring Internal Network Monitoring
AA-3	All classrooms will have 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.	DTC(s)		Local	\$26,000 \$4,200/Annual Service\$	



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(s)	by August 21, 2019	None		<i>Schoology Report</i>
AI-1 AA-1 AA-5	Annual Board of Education Update on Data Security and Privacy	DTC(s)	by August 30, 2019	None		<i>Board Minutes</i>
AA-3	Leverage Content Filter and other tools to monitor and maintain dense wireless network (private & guest) to meet expectation and preserve network integrity.	DTC(s)	2019-2020	None		<i>Lightspeed Reports</i>
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(s)	2019-2020	None		Lightspeed and Aruba reports and network monitoring.



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*)



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	Investigate funding sources to introduce Digital Learning Coaching for increased one-on-one job embedded professional learning.	DTC(s) Principal(s) Instructional Supervisor(s)	2019-2020			Internal Survey Results SpeakUp Survey Results
AA-3	Continue to purchase Microsoft Campus Agreement.	DTC(s)	2019-2020	Local Technology	\$9625	Microsoft Azure License Allocations
AA-1	Continue to purchase hosted service agreement for Student Information System (Infinite Campus).	DTC(s)	2019-2020	Local	\$7,389.01	
AI-2	Continue to purchase annual instructional digital content & resources. . (Renaissance Learning, MAP Assessment, SplashMath, Turnitin.com, etc.)	DTC(s)	2019-2020	Title I Local Title VI	\$59,688.40	Individual resource utilization reports, RTI data, and Benchmark Reports
AI-1	Continue to purchase Helpdesk and asset management software.	DTC(s)	2019-2020	Local Technology	\$660	Helpdesk Reports
AI-3	Continue to purchase & support of the enterprise Learning Management Solution (LMS).	DTC(s)	2019-2020	Local Technology	\$8,550	Schoology Reports

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AI-2 AI-3	District will continue to purchase Papercut and investigate its further use to effectively manage printing services and reduce cost of consumables	DTC(s)	2019-2020	Local Technology	\$2,000	Papercut Reports
AI-2	Schools will continue to maintain or renegotiate Copier Leases.	School Administration	2019-2020	SBDM	\$11,952 PHS \$14,863.70 + Overage PES	TAR Report
AI-3 AA-2	Chromebook Maintenance and Total Cost of Ownership	DTC(s) School Administration		Local Technology SBDM	\$10,145	Helpdesk Data
AA-3	Upgrade UPS Power Backup for network. Purchase additional switches to provide network connectivity for increased Wifi capacity and wired port demands	DTC(s)		eRate Local	\$24,325.00	ERate reporting Aruba Reports



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



AI-3: Build relationships with charter schools to determine policies and procedures related to architecture/design, systems security and privacy, services and reporting requirements

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 AI-2	Continue partnership with Big Sandy Community & Technical College / Entrepreneurship Education Consortium	Librarians STLP	2019-2020	EntreEd Grant		Internal Survey Results Professional Learning Feedback
AA-1	Continue Partnership with "Future of Work" working group, including, South Fayette SD, BitSource, and SOAR.	Librarians STLP DTC(s)	2019-2020	National Science Foundation Grant Steele Reese Foundation / Local	\$20,100.00 / \$6,793.84	Internal Survey Results Professional Learning Feedback
AA-1	Continue partnership KVEC Appalachian Renaissance Initiative Innovation Network	Grant Recipients	2019-2020	Promising Practices / Innovation Grants	\$1000 - \$5,000	ARI Summit Presentations/Data
AA-2	Pikeville High School will participate in the program in support of Engineering and/or science career pathways	Instructional Supervisors(2) DTC(s) Engineering/Physical Science Teacher Building Principal	2019-2020	Project Lead the Way Local Technology SBDM Perkins	\$15,000	Career Pathway End of Path Assessment Results Industry Certification Results Enrollment to Program
AA-1	Administrative Team and Teachers will participate in training through the KY GoDigital Initiative offered by KDE to improve digital	Instructional Supervisor(s) DTC(S)	2019-2020	None	\$500	Internal Survey Results Professional Learning Feedback

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	workflow, digital relationships and digital collaboration. Teachers will investigate effective use of technology to personalize and differentiate lessons.					
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(s) Classroom Teachers Library Media Specialists	2019-2020	Local	\$4,000	Internal Survey Results Professional Learning Feedback
AA-2	The district will investigate the availability of technical training for district technology staff offered by the DataSeam Initiative for the deployment, support and maintenance of Apple workstations.	Instructional Supervisor(s) DTC(s)	2019-2020	KETS Local	\$13,000	DataSeam Research Agent monitoring. \$82,000 in iMac computers for classrooms.
AI-2	Students will participate in Student Technology Leadership Program (STLP) to showcase learned technology skills.	DTC Instructional Supervisor(s) STLP Coordinator(s)	2019-2020	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)
AA-1 AA-5	80% of 8th/9th grade students who have enrolled in Digital Literacy will be proficient in technology literacy and digital citizenship by May 2018.	DTC Instructional Supervisor(s) Digital Literacy Instructors	2019-2020	Local	\$1,260	Learning.com Tech Literacy Assessment Pre & Post test will be given each year. 80% of 8th/9th grade students who have enrolled in Digital Literacy
AA-1 AA-5	80% of 5th grade students will be proficient in technology literacy and digital citizenship by May 2018.	DTC Instructional Supervisor(s) Digital Literacy Instructors	2019-2020	Local	Above	Learning.com Tech Literacy Assessment Pre & Post test will be given each year. 80% of 5th grade students will be proficient
AA-1 AA-5	By end of 9th grade students will take Digital Literacy for high school credit.	SBDM Principal Counselor Instructional Supervisor(s)	2019-2020	None		Learning.com Tech Literacy Assessments results Google Internet Awesome completion
AA-1	The district will continue to assess and implement keyboarding skills across appropriate grade levels with goals aligned to ELA Writing Standards CCSS.ELA-LITERACY.W.X.6. 4th: 9WPM 5th: 18WPM	DTC Principals Instructional Supervisor(s)	2019-2020	None		Three times a year benchmark timed typing assessments will be taken.

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	6th: 27WPM 8th: 60WPM					
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)	2019-2020	None		
AA-3	The district will offer career majors through the Career & Technical Education Program focusing on Business, Design, and Gaming.	DTC Instructional Supervisor(s)	2019-2020	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 Core Academic Standards and CIPA.	Instructional Supervisor(s)	2019-2020	None		
AA-1 AA-3	Students' technology literacy skills, as outlined in Kentucky Core Academic Standards and CIPA, will be assessed beginning in fifth grade and continuing through eighth	Instructional Supervisor(s) Library Media Specialist(s)	2019-2020	Local		

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	grade.					
AI-1	Teachers will analyze technology assessment results and adjust curriculum according to student need.	Instructional Supervisor(s) PHS Principal PES Principal Library Media Specialist(s)	2019-2020	None		
AA-1	All students will complete the Google Internet Awesome Digital Citizenship (or equivalent) curriculum by the 9th grade.	Instructional Supervisor(s) PHS Principal PES Principal DTCs Library Media Specialists	2019-2020	None		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	2019-2020	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	2019-2020	None Needed		
AA-1	Teachers will complete B uilding O pportunities & A ccess for S uccess through T echnology form each nine weeks. Sharing the effective	DTC Instructional Supervisor(s)	2019-2020	None Needed		

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	integration of Next Generation & 1:1 technologies through demonstration of the ISTE standards.					
AI-1	Teachers will be introduced to the ISTE Standards for Educators and Students.	DTC Instructional Supervisor(s) PHS Principal PES Principal	2019-2020	None		Teacher Lesson Plans
AA-1	B.O.A.S.T. Badge System will recognize faculty & staff integration of technology and provide evidence of return on learning.	DTC Instructional Supervisor(s) PHS Principal PES Principal	2019-2021	None		
AI-1	Teachers will receive training and support for the Google Apps for Education family of products to encourage effective collaboration, offer increased file storage, and provide various tools to support technology integration.	Instructional Supervisor(s) DTC(S)	2019-2020	Local (DTC Salaries)		Google Certification Results
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(S)	2019-2020	None		Professional Learning Survey Results and Feedback



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	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 Core Academic Standards and CIPA	Instructional Supervisor(s) PHS Principal PES Principal	2019-2020	None		
AI-1	Teachers will participate in training for the effective integration of technology in teaching through; face-to-face technology workshops, job	Instructional Supervisor(s) DTC(s)	2019-2020	Local (Salaries)		Professional Learning Survey Results and Feedback

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Pikeville Independent School

	embedded professional development, and/or utilizing resources.					
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(s)	2019-2020	Local (DTC Salaries)		LMS Usage Reports Professional Learning Survey Results and Feedback