

Every Child Every Day

SUPERINTENDENT
TONYA HORNE-WILLIAMS

BOARD CHAIR DISTRICT 1
LINDA GEARHEART

VICE CHAIR DISTRICT 4
KEITH SMALLWOOD

MEMBER DISTRICT 2
DR. CHANDRA VARIA

MEMBER DISTRICT 3
WILLIAM NEWSOME, JR

MEMBER DISTRICT 5
STEVE SLONE

Consent Agenda Item (Action Item): Approve the Technology Plan FY 2027-2028

Applicable State or Regulations: BOE Policy 01.11 General Powers and Duties of the Board

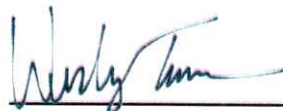
Fiscal/Budgetary Impact: Technology Plan includes items in the budget for Districts/KETS funds.

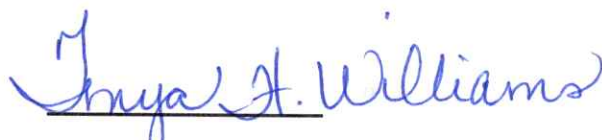
History/Background: As part of the KETS State Master Plan districts are required to submit their Technology Plan to remain compliant with the KETS funding requirements and is to be used as a lens to analyze current trends, initiatives, needs, and goals of each district. We are entering out 13th year of Technology integration and continuing to leverage Federal ERATE funding for state-of-the-art infrastructure that supports all our district functions.

Recommended Action: Approve as presented

Contact Person(s): Wesley Turner, DTC


Principal


Director


Superintendent

Date: 4/17/2026

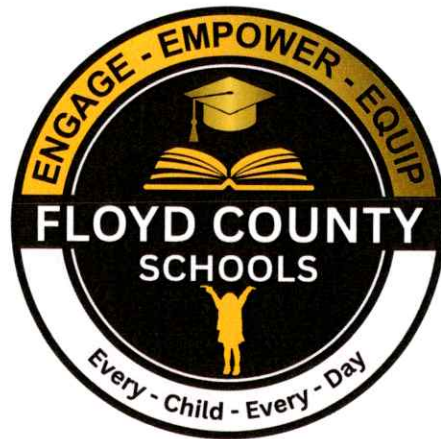
The Floyd County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment, educational programs, or activities as set forth in Title IX & VI, and in Section 504.

442 KY ROUTE 550, EASTERN KY, 41622
TEL: 606.886.2354 FAX: 606.886.4550

DISTRICT NAME Floyd County

LOCATION Eastern, KY 41622

PLAN YEAR(S) 2026-2028



www.floyd.kyschools.us

Table of Contents

[Table of Contents](#)

[Planning Team](#)

[Previous Year's Strategies Evaluation](#)

[Upcoming Year's Strategies Preview](#)

[Student Voice](#)

[KETS Master Plan Areas of Emphasis](#)

[Collaborative Leadership](#)

[Robust Infrastructure & Ecosystem](#)

[Data Security, Safety, Privacy & Use](#)

[Budget & Resources](#)

[Partnerships](#)

[Digital Learning, Curriculum, Instruction & Assessment](#)

[Personalized Professional Learning](#)

[Use of Space & Time](#)

Planning Team

District Staff [Recommended to include CIO/DTC, DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]

Tonya Williams, Superintendent	Wesley Turner, District Technology Coordinator
Randy Smith, Lead Network Technician	Rachel Crider, Director of District Wide Services
Tiffany Lanning, Digital Learning Coach	Brian Handshoe, Chief Information Officer
Josh Paige, Network Technician	Bobby Akers, Chief Communications Officer
Jason King, Digital Learning Coach	Rob Moore, Network Technician
Kathy Shepherd, Chief Operational Officer	Rebecca Morrison, Director of District Wide Services / DAC

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]

Greta Gilbert, SSTIC Adams Middle School	Sarah Joseph, SSTIC Betsy Layne Elementary
Kathy Morrison, SSTIC Betsy Layne High School	Kenneth Bradley, SSTIC Prestonsburg High School
Kyle O'Quinn, SSTIC Floyd County High School	Ciara Chafin, SSTIC Allen Elementary
Christopher Music, SSTIC Duff-Allen Central Elementary	Kaleb Rodebaugh, SSTIC Prestonsburg Elementary
Tiffany Hall, SSTIC Stumbo Elementary	Justin Holbrook, SSTIC South Floyd Elementary
Amanda Lester, SSTIC May Valley Elementary	

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

Leah Turner, Parent	Carolyn Curry, Gifted and Talented Coordinator

Previous Year's Strategies Evaluation

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

What goals were met?

Goals met for Floyd County Schools.

- A. *Technology Integration into FCS 7th-12th District Plan.*
- B. *Equal and equitable access to technology for students and teachers through innovative new devices and student Chromebooks..*
- C. *Maintain current equipment and add additional devices to enhance learning opportunities.*
- D. *Creation of an efficient organizational monitoring, individual learning plan, and digital portfolio platform for the Floyd County School District*

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

The following goal(s) are ongoing and will continue to be monitored.

- A. *Implementation of a new internet safety platform using Common Sense Education for all students.*

Areas of improvement?

The district will continue to focus on increasing awareness of Internet Safety, STEAM implementation, support for all schools including The Floyd County School of Innovation, Floyd County School Early College Program, and Renaissance Learning Center as needed, and technology standards implementation using the digital portfolio, and technology literacy. Students will receive instruction on internet safety that addresses CIPA mandates via the new internet safety platform on a scheduled basis. The STEAM Lending Library and once rebuilt the district STEAM Bus will continue to expose all students to Computer Science standards and Kentucky Academic Standards for Technology using Project-based learning STEAM activities. Teachers will integrate the Kentucky Academic Standards for Technology within their content curriculum providing students with evidence to include within their digital portfolios.

Areas/goals that are no longer relevant?

- A. *Technology Integration into FCS 5th-12th District Plan*

Needs that emerged after evaluation of the previous plan?

- B. *Change of Technology Integration to 7th-12th Grades*

Upcoming Year's Strategies Preview

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

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

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

The planning team used a combination of data analysis, stakeholder feedback, and a review of current instructional practices to determine the strategies and adjustments included in this plan. This process included examining technology usage data, classroom observations, and feedback from teachers, students, and district leaders to better understand how digital tools are being used to support learning across grade levels.

One of the most significant adjustments was the transition to a Chromebook 1:1 model for students in grades 7–12 and the refinement of the grade band from the previous 5–12 structure. This decision was driven by evidence showing that students in grades 7–12 consistently rely on technology for daily instruction, including the use of web-based platforms, digital curriculum, collaboration tools, and online assessments. In contrast, data and feedback indicated that students in grades 5–6 benefit from a more balanced and developmentally appropriate approach to technology integration, where devices are used intentionally to support instruction rather than as a constant requirement.

Teacher and student feedback further supported the shift to Chromebooks, as the majority of instructional tools and resources used across the district are web-based and function efficiently within that environment. Additionally, the Chromebook model allows for more efficient device management, increased reliability, and long-term sustainability of the district's 1:1 program.

The team also reviewed the effectiveness of existing initiatives and aligned all strategies to the KETS Master Plan, the Future Ready Framework, and district priorities focused on personalized and vibrant learning. This ensured that decisions were not only based on current data, but also positioned the district for continued growth in instructional innovation, student engagement, and college and career readiness.

Overall, the strategies and adjustments in this plan reflect a data-informed and student-centered approach, ensuring that technology resources are aligned to instructional needs and used in ways that have the greatest impact on teaching and learning.

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.

Floyd County Schools will focus on several key activities to strengthen technology integration and support teaching and learning across the district. A primary focus will be the continued implementation of the 1:1 Chromebook program for students in grades 7–12, ensuring consistent access to digital tools that support instruction, collaboration, and assessment. This will be supported by ongoing investment in network infrastructure, including high-speed connectivity, wireless access, and system reliability to ensure seamless access to digital resources.

To advance curriculum and instruction, the district will continue to support the use of high-quality digital curriculum and instructional platforms, including Google Classroom, online assessment tools, and content-specific resources. Emphasis will be placed on meaningful technology integration through project-based learning, collaboration, and student-centered instructional practices aligned to the Kentucky Academic Standards for Technology.

Student technology literacy will be strengthened through continued implementation of digital citizenship and internet safety instruction, as well as expanded opportunities for students to engage in hands-on learning through programs such as STLP, STEAM initiatives, eSports, and career pathway experiences. These opportunities will allow students to apply technology skills in authentic and engaging ways.

Professional learning will remain a priority, with the district providing ongoing support through Digital Learning Coaches, district-wide professional development opportunities, and targeted training based on staff needs. This will include a focus on effective instructional strategies, integration of digital tools, and building teacher confidence in using technology to enhance student learning.

Together, these activities are designed to create a cohesive and sustainable approach to digital learning, ensuring that technology is effectively integrated into instruction, supports student skill development, and is backed by a strong and reliable infrastructure.

Student Voice

Personalized learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective technology planning. Please answer the questions in the space provided below.

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

Floyd County Schools gathers student feedback about the digital learning environment in several ways throughout the year. The primary method is a district-created survey given to students in grades 3–12, which asks about access to devices and internet, how often technology is used in their classes, and how helpful those tools are for their learning.

In addition to surveys, schools use small group conversations and informal student focus groups—especially at the middle and high school levels—to better understand student experiences. These discussions often provide more detailed insight into what is working well and where students feel improvements are needed.

Student input is also collected through participation in programs such as STLP and student tech teams, where students regularly share feedback on devices, programs, and overall technology use in their schools. Digital Learning Coaches and teachers gather additional feedback during classroom activities and through daily interactions with students.

By using a combination of surveys, conversations, and ongoing feedback, the district is able to get a clearer picture of how technology is supporting student learning and use that information to guide future decisions.

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

Results from the district's student survey and follow-up discussions provided several key insights that helped guide this plan. A large percentage of students reported consistent access to district-issued devices during the school day, but some indicated challenges with reliable internet access at home. This feedback reinforced the district's continued focus on ensuring equitable access and supporting learning both inside and outside of school.

Students also shared that they are most engaged when technology is used for interactive activities, collaboration, and project-based learning rather than passive assignments. As a result, the district has placed a stronger emphasis on professional learning for teachers around meaningful technology

integration and student-centered instructional strategies.

In addition, feedback from student groups, including STLP participants, highlighted the importance of having a voice in how technology is used in their schools. Students expressed interest in more opportunities to create, design, and problem-solve using technology. This input helped shape ongoing support for programs such as STLP, eSports, and STEAM initiatives, as well as the continued development of project-based learning experiences.

Survey data and discussions also indicated that while students are comfortable using basic digital tools, they would benefit from more structured instruction in digital citizenship, online safety, and responsible technology use. This feedback directly supported the district's decision to strengthen implementation of internet safety instruction and digital literacy efforts across grade levels.

Overall, student feedback played an important role in identifying strengths, such as device access and familiarity with digital tools, as well as areas for growth, including engagement, digital citizenship, and equitable access outside of school. These insights were used to refine strategies and prioritize actions within this technology plan.

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

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

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



Collaborative Leadership

Future Ready Gear

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

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



AA-1

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



AA-2

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



AA-3

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



GO-1

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

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
GO-1	<i>Districtwide PD Academy</i>	<i>Entire Staff</i>	<i>Annually</i>	<i>General Fund</i>	<i>\$20,000</i>	<i>Teachers will attend an all-day event at a district high school traveling through various PD opportunities.</i>

DISTRICT TECHNOLOGY PLAN

Floyd County Schools

<i>AA-1, AA-2</i>	<i>ERATC Monthly Meeting</i>	<i>Tech Staff</i>	<i>Monthly</i>	<i>N/A</i>		<i>Monthly EdTech collaboration to share best practices, facilitate learning, and work together to make EdTech great.</i>
<i>AA-1</i>	<i>CIO Summit</i>	<i>CIO</i>	<i>Annually</i>	<i>KETS</i>	<i>\$1,500.00</i>	



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.



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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Provides a high-speed (10GB) WAN Fiber connection to connect all district entities to district NOC.	CIO Network Team	On-Going	ERATE General Fund	\$143,640 \$15,960	Bandwidth data shows high utilization but remains comfortable under total capacity.
AA-2, AA-3	Continue to Provide high-speed dense wireless across all entities and all classrooms. Provide MIBs system for Network Access Control and management of onboarding processes.	Network Team	On-going	ERATE KETS General Fund	\$53,845	A. WLAN management system data shows maximized uptime and utilization across district entities. B. Installation of the new wireless management system and adaptive captive portal.
AA-2	Continue to maintain the IP Office phone system utilizing both VOIP and Analog phones.	Network Team	On-Going	KETS General Fund	\$15,000	Consistent and reliable end-user services
AA-2	A. Equitable distribution of grants. B. Skilled Technical Staff and School Level Support	CIO, Network Team, Instructional Leaders CIO, Instructional Leaders, Network Team	On-Going On-Going	KETS General Fund Title Gear-Up KETS General Fund ERATE		A. District will continue to utilize technology grant opportunities to continue to fund essential equipment, support, and services in order to maintain effective and updated access. B. District will provide a Skilled Technical Network Team in order to Support 1:1/Tech Initiative needs district-wide. The district will provide training and certification updates for the Network Team.

AA-2	<p><i>A. Continued maintenance and support</i></p> <ul style="list-style-type: none"> <i>a. Secure Maintenance contracts</i> <i>b. Secure Funding Sources</i> <i>c. Provide for Network integrity</i> <i>d. Prepare Emergency Data Recovery</i> <i>e. Assist School Level Support</i> <i>f. Training and Certification updates</i> 	CIO, Network Team, Instructional Leaders	On-Going	KETS ERATE General Fund		<p><i>A. District-Wide Technology-related services will be the most current and up-to-date. Costs of upgrading and implementing new 1:1 devices and software programs will be shared through grant opportunities. Network integrity will ensure reliable and safe access. Emergency recovery of data provisions will increase the use and confidence of data. Assisting school-level support will result in the full benefit of instructional resources. Continued training and updated certifications for Network Team. Technicians will assure district-level hardware and services for schools.</i></p>
AA-2	Implemented One2One Manager for device inventory and tracking.	CIO Network Team	Ongoing	KETS	5,600	Robust Inventory and tracking of student devices. Includes student device assignment, tracking of repairs, and district location.
AA-3	Provide Microsoft A3 licensing to all faculty, staff, and students. Also A5 licensing to district office staff.	CIO Network Team	On-Going	KETS General Fund	\$40,680.36	With the benefits of A3/A5 licensing all faculty, staff, and students will have the ability to access and install the latest versions of O365, Office Pro, and Windows.
AI-1	Strategy for 1:1 District Plan for grade levels 7-12 and assist with admin & teacher training with technology integration.	CIO, Network Team, Instructional Leaders	On-Going	KETS General Fund Title	\$331,500	<p><i>-The district will support 1:1 Program school-wide through available funds</i></p> <p><i>-The continued use of devices in schools will provide students, teachers, staff, the opportunities for video conferencing, anytime-anywhere learning, 21st-century skills, project-based learning, blended learning and increased communication between the teacher, student, and peers</i></p>
AI-1	Strategy to continue providing backpacks for grade levels 7-12 to protect district investment of 1:1 devices.	CIO, Network Team, Instructional Leaders	Ongoing	KETS General Fund Title	\$41,600	-District will provide backpacks for all 1:1 students to protect the device as students travel.



Data Security, Safety, Privacy & Use

Future Ready Gear

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

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



AA-1

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



AA-2

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



AA-3

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



AA-4

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



GO-1

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



GO-2

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	<i>Students will receive instruction on Internet Safety that addresses CIPA mandates via Common Sense Curriculum.</i>	<i>Safe Schools Coordinator Instructional Team All School Principals</i>	<i>Annually</i>	<i>Title</i>	<i>\$0</i>	<i>To promote cyber security awareness and digital literacy education.</i>
AA-2	<i>All students will be trained on the Digital Driver's License (DDL).</i>	<i>CIO, Network Team, Instructional Leaders DLCs</i>	<i>Annually</i>	<i>NA</i>	<i>\$0</i>	<i>Reports of completing the training and obtaining the credentials will be evaluated.</i>
AI-1	<i>District Central Office staff are educated and trained on the importance of student data quality, security, and privacy.</i>	<i>CIO and/or Tech team</i>	<i>Annually</i>	<i>NA</i>	<i>\$0</i>	<i>Training takes place virtually with the link located on the Technology webpage. Certificates are sent when completed.</i>
AA-2	<i>Fortinet Appliances for network segmentation and additional network security.</i>	<i>Tech Team</i>	<i>Annually</i>	<i>KETS</i>	<i>\$2,300.00</i>	<i>Monitoring Network and district environment and responding to incidents when they occur.</i>
AA-2	<i>FortiEDR for endpoint protections</i>	<i>Tech Team</i>	<i>Annually</i>	<i>KETS</i>	<i>\$13,637.63</i>	<i>FortiEDR Discover, Protect & Respond</i>



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

DISTRICT TECHNOLOGY PLAN



GO-4

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Continue 1:1 for all 7th-12th grade Technology Integration	CIO Tech Team DLCs	On-Going	KETS General Fund Title I	\$331,500	Students will have greater access to empower than to have any time, anywhere, always-on, differentiated teaching and learning.
AA-1	Provide Computer Science Enrichment/STEAM activities to schools through STEM Bus, Digital Learning Coaches, Steele Reece Lending Library, School of Innovation Implementation.	CIO Tech Team Gear Up CCNs and AIs DLCs SSTICs	On-Going	Title I General Fund		Students will become proficient in STEAM activities and more students focusing on Computer Science in the real world.
AA-1, AA-3	Provide high-speed (10GB) WAN Fiber connection to connect all district entities to district NOC.	CIO Network Team	On-Going	ERATE General Fund	\$143,640 \$15,960	Bandwidth data shows high utilization but remains comfortable under total capacity.
AA-1, AA-3	Continue to Provide high-speed dense wireless across all entities and all classrooms. Provide MIBs system for Network Access Control and management of onboarding processes.	Network Team	On-Going	ERATE KETS General Fund	\$53,845	WLAN management system data shows maximized uptime and utilization across district entities and provides managed services for Network Access Control.
AA-1	Continue to maintain the IP Office phone system utilizing both VOIP and Analog phones.	Network Team	On-Going	KETS General Fund	\$15,000	Consistent and reliable end-user services
AA-1	Provide Microsoft A3 licensing to all faculty, staff, and students.	CIO Network Team	On-Going	KETS General Fund	\$40,680.36	With the benefits of A3 licensing all faculty, staff, and students will have the ability to access and install the latest versions of O365, Office Pro, and Windows.
AA-1, AA-2	Maintain One2One Manager for device inventory and tracking.	CIO Network Team	Ongoing	KETS	\$5,600	Robust inventory and tracking of student devices. Includes student device assignment, tracking of repairs, and district location.

DISTRICT TECHNOLOGY PLAN

Floyd County Schools

AA-1	Provide ParentSquare Communications Platform to keep families informed & SB181	CIO Tech Team	On-Going	General	\$33,000.00	Family and student participation in school events will increase.
AA-1	Continue providing backpacks for grade levels 7-12 to protect district investment of 1:1 devices.	CIO, Network Team, Instructional Leaders	Ongoing	KETS General Fund Title	\$41,600.00	-The district will provide backpacks for all 1:1 students to protect the device as students travel.
AA-2	Fortinet Appliances for network segmentation and additional network security.	Tech Team	Annually	KETS	\$2,300.00	Monitoring Network and district environment and responding to incidents when they occur.
AA-2	FortiEDR for endpoint protections	Tech Team	Annually	KETS	\$13,637.63	FortiEDR Discover, Protect & Respond



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

DISTRICT TECHNOLOGY PLAN

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Utilize district created Survey to students, and staff to get back feedback on perceptions and needs for technology in schools.	CIO DLCs Instructional Team	January of each year	None	\$0	Results will be available to assist in future planning.
AA-3	Continue to provide the electronic student information system, Infinite Campus to allow transparent and timely communication to parents.	CIO DPP Tech Team	On-Going	General Fund	\$22,000	Family and student communication will increase with the parents. Parents will have access to current information housed in the Infinite Campus program.
AA-1	Provide ParentSquare Communications Platform to keep families informed of school events and closures.	CIO Tech Team	On-Going	General	\$33,000.00	Family and student participation in school events will increase.
AA-1	Continue and grow upon the partnership with Big Sandy Community and Technical,	CIO High School Principals	on-Going	General		Students have dual-credit opportunities and more students continue their education at BSCTC after graduation.
AA-3	Continue to partner with Lighthouse Beacon foundation to provide Engineering education in grades 6-8 encouraging engineering as a profession	DLC	Ongoing	None	\$0.00	Increased student population in the district engineering pathways.



Digital Curriculum, Instruction & Assessment

Future Ready Gear

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

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



AA-1

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



AA-2

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



AA-3

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



AA-4

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



AA-5

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



AA-6

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



AA-7

Continue to play a vital role in implementation of summative online assessment and school report card



AA-8

Continue to create a closer connection with Career and Technical Education to explain computer science career pathway offerings specifically related to computer programming/coding and increase valuable industry-level certifications and exams available through the CS & IT Academy



GO-1

Identify high-quality digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students



GO-2

Encourage, engage, and empower the safe and responsible uses of Artificial Intelligence (AI) into school efficiency and the learning space by teachers and students (ensuring humans remain in the loop with strong AI implementations)

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Utilize District Web-Based Information Services to increase interest, engagement and increase information literacy.	Instructional Team School Principals School Designee DLCs	Annually	Part of ParentSquare cost	\$33,000	Principal Observation Lesson Review Review of District and School Websites. Walkthroughs
AA-1	Utilize McGraw Hill, Savvas Learning, and Amplify Science digital resources and curriculum	Instructional Team School Principals School Designee DLCs	Ongoing	Continuation of earlier investment		Principal Observation Lesson Review Walkthroughs Usage Data Student Achievement
AA-5	Teachers will utilize Interactive Tools and devices to enhance instruction in all classrooms.	Instructional Team School Principals School Designee, DLCs	On-going	Continuation of earlier investment		Principal Observation Lesson Review Walkthroughs

DISTRICT TECHNOLOGY PLAN

Floyd County Schools

AA-4, AA-5	Technology Integration Students, Teachers, and Parents will have access to Web-Based software (Google Classroom, etc..)	SSTIC Instructional Team School Principals School Designee DLCs	On-going	Title I General		Usage Data Student Achievement Walkthroughs Data
AA-4, AA-5	Schools will utilize Google Classroom for our LMS for in-class and virtual learning	Instructional Team School Principals School Designee SSTIC's DLCs	On-Going	Continuation of earlier investment		District review and student credit data
A-4	Students will receive instruction on Internet Safety that address CIPA mandates via Common Sense Curriculum	Safe Schools Coordinator Instructional Team All School Principals DLCs	On-going	N/A	\$0	Lesson Review and Assessment Report Tracking
AA-2, AI-2	Implementation of FC School of Innovation - CTE Pathways	CIO, FC School of Innovation Principal and Staff, DLC's	Starting August 2020 - On-going	Tech General Fund Title I Perkins		Enrollment and transition ready data will be monitored by CIO, Principal of FC School of Innovation, counselors at the three high schools.
AA-2	Strategy for Student Tech Teams as well as Dell Tech Crew	Network Team, SSTIC FCS select teachers	On-Going	N/A	N/A	School staff observations on student tech teamwork and technical achievements
AA-2	Student Technology Leadership for all Schools -Student Technology Leadership will provide students opportunities to showcase technology skills and experiences that may prepare them for the workforce and prepare them to help address the school's technology needs.	CIO School Principal School STLP Coordinator DLC's	On-Going	KETS General Fund	Schools provide \$1000/\$1500 stipend per STLP coordinator	District led STLP "Open House", Regional and State STLP competitions

DISTRICT TECHNOLOGY PLAN

Floyd County Schools

AA-4	Students will participate online in benchmark assessments throughout the year to monitor progress toward a specific goal.	CIO DAC Principals Teachers DLC's	On-Going	Title General Fund	\$88,498.50	Students will participate in benchmark assessments such as MAP, ACT like assessments, KOSSA, and other assessments to make mid-course corrections in response to new developments and opportunities as they arise.
AA-2	eSports programs for all high schools.	School Principal, eSport coaches, DLC	On-Going	Title	\$3,000	Students will participate in virtual competitions.
AA-4	Exact Path and Apex Learning Platforms	CIO DAC Principals Teachers	On-going	Title General Fund	\$99,910.24	Data from usage reports, benchmark assessments, progress monitoring
AA-4	Xello for student ILPs	CIO Instruction Team Principals Teachers	On-going	Title IV	15,300.99	Student ILP Platform



Personalized Professional Learning

Future Ready Gear

KETS GUIDING PRINCIPLE – Digital learning expands the access to quality strategies and experiences for educators beyond the traditional methods of professional development. A culture of digital collaboration, workflow and relationships allows educators to build skill sets and instructional best practices with colleagues globally. This approach of increased access and flexibility for professional learning ultimately leads to greater success for students.

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



AA-1

Continue building a culture of digital collaboration and connected digital relationships that allow administrators to support and encourage the use of digital tools by staff for professional learning



AA-2

Continue to promote and support the design and implementation of coaching models as a high-quality professional learning strategy (digital learning coach network, STLP coach network, etc)



GO-1

Provide districts with guidance and support to determine the learning needs of teachers resulting in high-quality professional learning opportunities related to digital curriculum and learning tools

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	District will use district-made surveys of all staff to determine staff professional development needs.	Instructional Team Principals DLC's	Annually	Title VI		Improved awareness of staff proficiency in technology and targeted Professional Development to enhance staff skills in instruction using technology.
AA-1	Staff will receive an annual survey on teacher/administrator technology proficiency to determine growth and set future professional development plans.	Instructional Team All School Principals DLC	Annually	Title VI	\$5,500	Analyze data from the survey and plan accordingly for the following school year.

DISTRICT TECHNOLOGY PLAN

Floyd County Schools

AA-1	<i>Microsoft, Google and Device Training for digital tools</i>	<i>Instructional Team CIO SSTIC's Tech Team DLC's</i>	<i>Annually</i>	<i>KETS General Fund Title Funds</i>		<i>Enhanced use of school-based knowledge of the capabilities of new technologies to enhance instruction</i>
AA-1, A1-1	<i>SSTIC at each school location.</i>	<i>Principals CIO Network Team</i>	<i>On-Going</i>	<i>General Fund KETS</i>	<i>Provide \$2500/ Stipend per SSTIC Position</i>	<i>SSTIC's will serve to assist with all school-level technology-related activities or projects including, inventory of hardware and software, maintaining a school web page, purchasing procedures, user ids and password security, deliverance of technology notices to building staff, installation of programs, securing of AUP's, and preparation of work orders.</i>
AA-1, A1-1	<i>Strengthening SSTIC's Proficiency</i>	<i>CIO Instructional Leaders Network Team</i>	<i>On-Going</i>	<i>General Fund PD</i>	<i>PD Academy</i>	<i>Increased efficiency in turning in work orders, managing the devices, and daily upkeep of the school tech department</i>
AA-1	<i>Implements technology Standards using the DLCs, STEM BUS to travel to schools, the STEM Lending Library for STEM projects/centers, etc.</i>	<i>CIO, Tech Team, STEAM Team Teachers, DLC's</i>	<i>On-Going</i>	<i>General Fund Title</i>	<i>\$200,000</i>	<i>Students will receive opportunities to experience STEM projects/centers using the bus to travel from school to school, field trips to Lending Library or DLCs presenting in schools.</i>



Use of Space & Time
Future Ready Gear

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

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



AA-1

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



GO-1

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

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1, AI-1	Teachers will utilize online communication, collaboration and productivity platforms (Office 365,G-Suite) to communicate with, provide content to and collect assignments/products from students.	CIO, Principals, Teachers DLC's	On-Going	No additional funding necessary	o365- Part of A3 Microsoft licensing G-Suite- \$0	Administration will observe improvements in classroom practices as many assignments move to an online environment. Student engagement levels will increase and personalized learning opportunities will become easily available.
AI-1	Purchase the Courseware (Formerly APEX) program for virtual courses to be used for credit recovery.	High School Counselors, Middle Schools, RLC Teachers/ Staff	On-Going	Title General Fund	\$99,910.24	Students are enrolled in the courses and the graduation rate is increased.
AA-1	Continue the support of the Early College Academy on the campus of Big Sandy Community and	High School Counselors, Early College	On-Going	General Fund	\$5,048.00	Students are enrolled in the courses and the graduation rate is increased as well as students graduating with an Associates

DISTRICT TECHNOLOGY PLAN

Floyd County Schools

	<i>Technical College</i>	<i>Teachers/Staff</i>				<i>Degree.</i>
<i>AA-1</i>	<i>Implements technology Standards using the DLCs, STEM BUS to travel to schools, the STEM Lending Library for STEM projects/centers, etc.</i>	<i>CIO, Tech Team, STEAM Team Teachers, DLC's</i>	<i>On-Going</i>	<i>General Fund Title</i>	<i>\$200,000</i>	<i>Students will receive opportunities to experience STEM projects/centers using the bus to travel from school to school, field trips to Lending Library or DLCs presenting in schools.</i>
<i>AA-1</i>	<i>PD Academy</i>	<i>FCS Teachers/Staff Guest presenters DLCs</i>	<i>Prior to the beginning of school each year</i>	<i>General Fund</i>	<i>\$10,000</i>	<i>Teachers will attend an all-day event at a district high school traveling through various PD opportunities.</i>