

DISTRICT NAME Bath County Schools

LOCATION Owingsville, KY

PLAN YEAR(S) 2025-2026

BATHCOUNTYSCHOOLS



<https://www.bath.k12.ky.us>

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Planning Team

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

Jason Griffith - CIO/Director of Federal Programs	Steven Evans - Superintendent
Jeremy Weaver - Network Administrator	Sean Bailey -District Assessment Coordinator
Keith Crouch - Network Administrator	Brittany Combs - Director of Finance
Brad Holder - Computer Technician	Liz Watkins - Director of Pupil Personnel

Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]

Sabrina Brandenburg - Principal	Tyler Maynard - Assistant Principal
Misty Johnson - Principal	Justin Smallwood - Assistant Principal
DJ Hunt - Principal	Ben Cain - Assistant Principal
Tracy Vice - Principal	Ashley Wells - Assistant Principal
STLPs, DLCs, and Girls Who Code Coaches	

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

BCHS Teachers	OES Teachers
BCMS Teachers	OES Teachers
BCS Board Members	SBDM Members

Students [Recommended to include middle and/or high school students]

Middle and High School Student Input	
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Other [parents/community members, business and nonprofit leaders, etc.]

Community and Stakeholder Input	

Previous Year's Strategies Evaluation

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

What strategies from last year went well?

- Two Successful KAST grants, purchase, and implementation of Lu Interactive Playground at CES and OES
- Implementation of GoGuardian, replacing Light Speed across the district
- Deployment of PhishID to help mitigate risk of cyber attacks, scams, and phishing attacks
- Successful talks with multiple vendors regarding implementation of a new VOIP service, replacing 14 year old phones/gateways/POTS lines, and replaced them with services provided by ClearlyIP
- Full replacement of UPS across the district.
- 1:1 chromebooks across the entire district- including students and staff
- Installation of new 85" interactive panels in multiple classrooms with new desktop computers for teachers
- Continuing Use of Required Multi-factor authentication and SSPR for all staff
- Completion of switch upgrades and replacements across the district
- Regular surplus and recycling of aged out technology and replacement of devices such as chromebooks, document cameras, interactive panels, and desktops.
- Migration to chrome based devices across the district unless there is a specific, justified need for Windows.
- Adoption of policy prohibiting further district funds of purchasing non-Google compliant devices (Apple, Amazon, etc.)
- New Chromebook lab at BCMS
- New desktops for Engineering and IT labs at the HS
- Additional Verkada surveillance cameras installed at BCHS and new Verkada cameras installed at BCMS.
- Elimination of personal printers in buildings and addition of commercial devices through our 3rd party printer/copier contract
- Successful RFP for printer/copier bidding with successful vendor contract accepted, reducing costs by removing unneeded and downgraded copiers.
- Growth of CTE Engineering and IT programs to expand video/multimedia and technology opportunities, as well as aviation programs for students
- Funding found for Digital Learning Coaches in buildings to assist with technology coaching for staff.
- Required training for staff on Acceptable Use Policy and digital storage of AUPs for staff and students
- PD opportunities for faculty and staff regarding cybersecurity best practices, Infinite campus, digital citizenship, and technology opportunities and housed with other professional development opportunities on digital platform.
- Follett library software upgrade
- Continued use of HR/IT workflow system giving HR the ability to share information on new hires for technology requirements
- Continued use of educational software (Lexia, Moby, STAR, Reflex, Edgenuity) across the district for instruction and progress monitoring
- Collaboration with DPP, Facilities, School Safety, in implementing new security badge reader for BCHS
- Continued use of remote learning platform Edgenuity for full time virtual academy
- Continued use of Incident IQ for password reset, ticketing, asset management system, school chromebook inventory, management, and checkout
- Environmental controls fixed, UPN, Hudl system work, Weather Station, and cabling work at BCHS
- Installed multiple 85" screens, speakers, and audio for BHS cafeteria
- Ongoing work addressing audio/video issues at the BCHS auditorium
- Continued monitoring for the eventual replacement of Light Speed Relay filter and IC2AD for student account provisioning
- Continued use of electronic records management and storage through Talent Ed, SubFinder automated calling system, Vector for evaluations, Docusign for workflow processes across district, and Papercut to monitor printer and copier usage

- Continued use of One Call Messaging, however after consultation with DPP, district will be moving to Infinite Campus Messaging in SY 2025-2026
- Continuing use and updates to Infinite Campus, Campus Learning (Learning Management System), and Infinite Campus Online Registration for all students
- Continued use of LANSchool for chromebook management system where teachers are able to see screens, view student history, block certain websites during specified times, and to help control what students are doing while on chromebooks.
- Training for administrators of Chromebook best uses, improving student engagement, and how to detect/prevent Chrome extensions, VPNs, and private browsers like Leaf.
- Continuing the black listing of websites, as well as extensions, VPNs, and follow up with building principles to ensure students are held accountable in accordance with the AUP.
- Added intern position with Tech staff to bring total to 1 Chief Information Officer, 2 Network Administrators, 1 Computer Technician, and 1 intern.
- Librarians did LANSchool training for staff.

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

- Collaboration with IT Department and the construction team (LAVEC and BCHS) was not good at the beginning of the year. However, as the new CIO, I was able to start collaboration and was able to give input for projects going forward.
- Failed to secure funds for Google Certified Educator program with 3rd party vendor, as well as district covering expenses for DLCs.
- Unable to recruit new Girls Who Code Coaches
- While LANSchool was implemented, not all teachers used it and many didn't learn to effectively use it as a tool, while managing real time student behavior with Chromebooks

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

- We are no longer accepting payment of Chromebook damages at Central Office. Since this is a building level issue, payments need to be made where administrators take of the things in their building

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

- Purchase of a GoPro for use with Board meetings, communication with the community.
- Removal of One Call Now as our parent messaging system, even though we added parents to the dashboard, they still aren't able to receive message/calls
- Additional screens in the BCHS principal/assistant principal's office, as well as a new principal office, along with the TVs and hardware necessary for that
- Welcome TV screen in BCHS front office, wireless, that displays information for parents and visitors

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?

A District Technology Team was created and meetings were set consisting of three phases.

Phase 1: Planning meeting with the technology team to discuss each component of the plan.

Phase 2: A survey was sent to community members, stakeholders, teachers, parents, staff, and administrators. The survey asked for input regarding last year's plan and what needs are for the 2024-2025 plan.

Phase 3: Technology team met to discuss findings from the survey and discuss plans for 2025-2026 District Technology Plan.

Phase 4: Technology team worked with CIO to draft 2025-2026 District Technology Plan.

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.

- Full replacement of aged out and dead UPS devices across the district. By replacing the aged out and dead UPS devices with new, lithium-ion UPS devices we will be extending our time on the network by up to 45 minutes during a power outage. Additionally, new UPS devices will keep our network on continuously during brief outages of power and power surges.
- Continued replacement of aging out technology such as chromebooks, interactive panels, chromebook carts, and desktops will allow students and teachers access to functional and useful technology. Using feedback from teachers to make purchasing decisions on chromebook carts, headphones, and other functional items that are used on a daily basis.
- Implementation of a robust program for Digital Learning Coaches in which DLCs meet collaboratively on a regular basis to discuss issues in the district, troubleshoot, receive training and updates from CIO and tech team, and plan for future initiatives. DLCs will also collaborate with extracurricular technology groups like STLP and Girls Who Code to introduce new technology. By creating a comprehensive plan for the DLCs, they will better understand their roles and responsibilities and be trained in providing assistance to those in their buildings. Additionally, DLCs will be responsible for planning and providing technology related PD for their buildings.
- Explore other options besides LANSchool for chromebook management system where teachers are able to see screens, view student history, block certain websites during specified times, and to help control what students are doing while on chromebooks. LANSchool doesn't seem to be meeting our teachers' needs at this time. If another program is selected, provide comprehensive PD on the program to all faculty and staff that are responsible for monitoring students while using technology.
- Explore state guidance for the use of Artificial Intelligence in public schools. Provide information and guidance to students and staff and provide on AI and its potential uses.

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 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)?

As we no longer use BrightBytes survey, our team (including our CIO and Superintendent) created our own survey that helped give us critical information about the digital learning environment.

In cooperation with the Chief Finance Officer, we administered a technology to all students in the fall of 2024. Responses from the survey indicated that students are satisfied with the 1:1 Chrome devices across the district. Overall, respondents felt that the quality of the internet services provided by our district have improved drastically with the installation of new wifi access points. Some respondents wanted the ability to take Chrome devices home, as they don't have technology at home. Some wanted access to YouTube and other blocked content/websites.

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.

DISTRICT TECHNOLOGY PLAN

Your District Name

KETS AA or GO	Strategy/Action Item	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Attend Regional CIO Meetings, KYSTE Conferences, ISTE Conference, and other technology events that promote knowledge exchange, collaborative research, and resource-sharing.	CIO, Tech Staff	Continue through 2025-2026 School Year	Board Paid Tech	\$10,000	CIO and tech staff are attending events where we are communicating and collaborating with others who promote innovation in technology and address common challenges in education technology.
AA-3	Implementation of a robust program for Digital Learning Coaches in which DLCs meet collaboratively on a regular basis to discuss issues in the district, troubleshoot, receive training and updates from CIO and tech team, and plan for future initiatives.	CIO, Tech Staff, DLCs	Continue through 2025-2026 School Year	Board Paid Tech	\$4000 for substitute teachers, training materials	DLCs will better understand their roles and responsibilities and be trained in providing assistance to those in their buildings. Additionally, DLCs will be responsible for planning and providing PD for their buildings on ticketing, troubleshooting, etc.
GO-1	Improve collaboration between CIO and technology team with key decision makers in the district. sharing best practices, ideas, and resources across different disciplines and institutions.	CIO, Tech Staff, Superintendent	Continue through 2025-2026 School Year	None	None	CIO and tech staff are involved in critical decision making across the district relating to technology and networking infrastructure.



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 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 to provide nation's first, fastest, highest quality, and most reliable and secure internet access to 100% of Bath County Schools through ENA upgrade and maintenance of newly installed wireless access points.	CIO, Tech Staff, Vendor Partner	Continue through 2025-2026 School Year	General Fund Board Paid Tech KETS	\$10,000	All Bath Co Schools will have upgraded internet through ENA and high speed wifi through upgraded access points.
AA-3/GO-2	Continued replacement of aging out technology such as chromebooks, interactive panels, chromebook carts, and desktops will allow students and teachers access to functional and useful technology.	CIO, Tech staff, Vendor Partner	Continue through 2025-2026 School Year	General Fund Board Paid Tech KETS	\$150,000	Teachers and students will have adequate access points and wireless signals for teaching and learning activities.
AA-3	Using feedback from teachers to make purchasing decisions on chromebook carts, headphones, and other functional items that are used on a daily	CIO, Tech Staff, Vendor Partner, Teachers, Administrators	Continue through 2025-2026 School Year	General Fund Board Paid Tech KETS	\$10,000	Teachers and school staff will provide input on technology related purchases.



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	Students and their parents will indicate their understanding of acceptable use of technology equipment by signing the Bath County Acceptable Use Policy and Chromebook Policy every year.	Superintendent, CIO, Principals, Counselors, Students, Parents	Continue through 2025-2026 School Year	None	None	Students will submit a signed Acceptable Use Policy and Chromebook Policy signature page to appropriate school personnel at every level.
AA-2	All Faculty and Staff will indicate their understanding of acceptable use of technology equipment by signing the Bath County Acceptable Use Policy and Chromebook Policy every year.	Superintendent, CIO, Principals, Counselors, Staff	Continue through 2025-2026 School Year	None	None	All Faculty and Staff will submit a signed Acceptable Use Policy and Chromebook Policy signature page to appropriate school personnel at every level.
AA-2	Continue with security best practices from Microsoft and Google.	CIO, Superintendent	Continue through 2025-2026 School Year	None	None	Maintaining Microsoft Security Score at current level or higher.



Budget & Resources

Future Ready Gear

KETS GUIDING PRINCIPLE – The Master Plan, as well as district and school technology plans, are aligned to the vision for digital teaching and learning for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the modernized and personalized learning experiences (and environment) in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human capital services. (i.e. The People Side of EdTech)

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



AA-1

Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services



AA-2

Continue use of long-term planning strategies that allow for continuity of initiatives and systems *(ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades)*



AA-3

Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts *(e.g. Internet consumption)* while maximizing education technology programs and initiatives *(Technology Need, E-rate)*



GO-1

Educate districts on the ongoing cost of position/roles requiring technology-related duties in support of technology and instruction as well as modern drivers that require differentiated and strategic staffing models *(The People side of K-12 EdTech)*



GO-2

Educate districts on how to reduce expenditures on printing/print services *(both in consolidated contract pricing as well as shifting from paper to digital experiences)*



GO-3

Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments



GO-4

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Chromebook Carts/ Storage Solutions	CIO, Tech Staff, Vendor Partner, District Administrators, Principals, Teachers	Continue through 2025-2026 School Year	General Fund Board Paid Tech KETS	\$20,000	Chromebook carts or alternative storage solution for all chromebooks to ensure safety and proper storage of all devices.
AA-1	All technology licensing requirements will be kept current. Microsoft EES Volume Licensing, Server CAL's, McAfee Anti-Virus licenses and server licenses will be purchased to assure compliance.	CIO, Tech Staff	Continue through 2025-2026 School Year	General Fund Board Paid Tech KETS	\$12,000	Bath County will maintain legally required licenses.
AA-3	Elimination of duplicate devices for student use. Work toward a true 1:1 device policy with devices checked out to individual students.	CIO, Tech staff	Continue through 2025-2026 School Year	None	None	Each school will assign students chromebooks for use. There will not be excess devices available for use in each room.



Partnerships

Future Ready Gear

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

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



AA-1

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



AA-2

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



AA-3

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



GO-1

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



GO-2

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

KETS AA or GO	Strategy/Action Items	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Parents and stakeholders will receive announcements, closing information, absence reports through a rapid calling/ texting system.	CIO, District Administrators, School Administrators, Attendance Clerks	Continue through 2025-2026 School Year	Local funds	\$3,000	Parents and stakeholders will have current correct information provided from school personnel.
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)	Principals, Teachers, Counselors	Continue through 2025-2026 School Year	Local funds	\$1,000	Partnerships with postsecondary institutions, community members, and families will be enhanced through transparency practices including printed reports, published documentation on website, and via social media.
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.)	Principals, Teachers, Counselors	Continue through 2025-2026 School Year	Local funds	\$500	Partnerships with postsecondary institutions, community members, and families will be enhanced through transparency practices including printed reports, published documentation on website, and via social media.



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	LanSchool	CIO, TEch Staff, Vendor Partner, Teachers	Continue through 2025-2026 School Year	Local funds	\$25,000	Teachers will be able to monitor chromebook or windows device usage. Teachers will have control of monitoring and controlling devices from a central location.
AA-2	All classrooms will have Chromebook Carts/ Storage Solutions	CIO, Tech Staff, Vendor Partner, District Administrators, Principals, Teachers	Continue through 2025-2026 School Year	General Fund Board Paid Tech KETS	\$20,000	Chromebook carts or alternative storage solution for all chromebooks to ensure safety and proper storage of all devices.
AA-3	Continued collaboration with HS CTE department to develop new opportunities	CIO, HS Principal, CTE	Continue through 2025-2026 School Year	Local Funds, CTE, Perkins	\$15,000	Students will have increased opportunities in the Engineering and IT CTE programs.

DISTRICT TECHNOLOGY PLAN

Your District Name

	for students in Engineering and IT.	Department, Students				
AA-1	Continuation of Follett Library Program	Principals, Library Staff	Continue through 2025-2026 School Year	Title 1	\$13,000	All schools will utilize Follett for their library management system.



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	Teachers will incorporate technology resources in the learning activities all across the curriculum.	Principals, Teachers	Continue through 2025-2026 School Year	Local Funds Federal Funds	\$5,000	Teachers will use technology resources efficiently to support all content areas.
AA-1	Bath County teachers and staff will receive professional development on technology	CIO, Director of Curriculum	Continue through 2025-2026 School Year	Local funds	\$2,000	Teachers will more effectively integrate technology into the curriculum as evidenced by lesson

	and software programs related to their areas.	and Instruction, Director of Continuous Improvement, Director of Special Ed, Principals, District Administrators				plans and the aligned curriculum document.
AA-1	Schools will utilize Follett or Incident IQ to manage chromebook inventory and checkout to students.	CIO, Principals, Library Staff	Continue through 2025-2026 School Year	None	None	All schools will utilize a centralized management system to monitor and track chromebook inventory and checkout. All students will be assigned a device for 1:1 use.



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	Students with prerequisite classes will be allowed to enroll in dual credit and AP classes to allow them to receive both high school and college credit.	Director of Instruction and Curriculum, Counselors, Principals, Teachers	Continue through 2025-2026 School Year	General fund	\$10,000	Students will participate in dual credit courses and AP courses through distance learning resources.
AA-1	All teachers will have access to an online curriculum to help supplement their instruction and support remote learning settings.	Virtual Academy Admin, Director of Instruction,	Continue through 2025-2026 School Year	General fund	\$20,000	Teachers will have the ability to design and deliver lessons for students to give support during online learning

DISTRICT TECHNOLOGY PLAN

Your District Name

		CIO				
AA-1	Continuing upgrade of WiFi upgrade which allows for flexibility in instruction across campuses.	CIO, Superintendent, Tech Team, Vendor Partner	Continue through 2025-2026 School Year	General fund	\$10,000	New wifi access points will be installed and working correctly in all schools.