



Comprehensive District Improvement Plan

Bardstown Independent

308 N. Fifth Street
Bardstown, KY 40004

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		district equity attachment

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

We are making progress with our diverse student population. We have more proficient non-duplicated gap students than ever before and we met many of our novice reduction goals across the district. We do have areas that are still below our expectations but we are moving in a positive trajectory.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Some of our barriers include constructing an instructional schedule that will enable an effective intervention /enrichment period especially for reading and math. We are also still in need of being proficient in analyzing data and letting it drive our instruction. We can still improve in maximizing our resources and being more efficient with our intervention tools.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		district equity goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Non-Academic initiatives will be evaluated and show measurable improvement toward a more successful support program.

Measurable Objective 1:

collaborate to promote student participation in community/outside the school day physical activity events by 06/02/2017 as measured by class notes (from discussion), bulletin boards with information about physical events, and take home flyers.

Strategy1:

Promotion of Physical Activity - Physical Education teachers at the high school and middle school will promote physical activities available for middle and high school students so to encourage life long exercise.

Category: Other - Health and Wellness

Research Cited:

Comprehensive District Improvement Plan

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Activity - Promotion of Physical Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle and high school Physical Education Teachers will promote 5 K and other physical activity events so that more of their students will participate. This is to encourage students to exercise as part of their lifelong habits that promote health and wellness.	Extra Curricular	08/02/2016	06/02/2017	\$0 - No Funding Required	Josh Hartlage, Brad Hill, Jeremy Dale, Crystal Brothers, and Amber Taylor.

Measurable Objective 2:

collaborate to implement the District Health and Wellness Policy by 06/02/2017 as measured by K-5 school policy that promotes 30 minutes of physical activity during the instructional day and student participation in out of school physical activity events in grades 6-12.

Strategy1:

School policy - Members of the school health councils at the Bardstown Primary School and Bardstown Elementary School will write a site base policy that encourages at least 30 minutes of physical activity during the instructional day.

Category: Other - Health and Wellness

Research Cited:

Activity - school policy that promotes physical activity during the instructional day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the BPS and BES Health Councils will write a policy that encourages 30 minutes of physical activity during the instructional day	Policy and Process	08/02/2016	06/02/2017	\$0 - No Funding Required	Health Council members and administrators from BES and BPS

Strategy2:

professional development - All health and physical education teachers will attend at least one professional development training every year

Category: Professional Learning & Support

Research Cited:

Activity - professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All health and PE teachers will attend professional development provided by the state on such as S.H.A.P.E. Alliance for a Healthier Generation, etc. each year	Professional Learning	08/02/2016	06/02/2017	\$1000 - Other	Health and Physical Education teachers in grades K-12

Measurable Objective 3:

collaborate to Improve the high school Global Competency/World Language program by 05/31/2016 as measured by the standards and indicators of the Global Competency /World Language Program Review.

Strategy1:

Professional Development and Learning - Spanish teachers and Social Studies teachers will collaborate to learn how to implement Global Competency/World Language standards across disciplines.

Category: Professional Learning & Support

Research Cited:

Comprehensive District Improvement Plan

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Activity - Professional Development and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spanish teachers and social studies teachers will attend training to learn how to implement global competency/world language curriculum across the disciplines	Professional Learning	09/28/2015	05/31/2016	\$500 - Title II Part A	spanish teachers, social studies teachers

Measurable Objective 4:

collaborate to improve implementation and efficacy the Global Competency/World Language Program in grades K-12 by 06/02/2017 as measured by Data obtained using Global Competency/World Language Program Review standards and indicators.

Strategy1:

Implementation - Administrators and teachers will work together to continue implementing the Global Competency/World Language Program in grades K-8.

Category: Professional Learning & Support

Research Cited:

Activity - Global competency/World Language First Year Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will evaluate the standards and indicators for Global Competency/World Language Programs and continue implementing them during the 2016-17 school year.	Professional Learning	08/02/2016	06/02/2017	\$500 - General Fund	teachers and administrators in grades K-8

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	No school in the district has failed to meet its gap target for two (2) consecutive years.		

Phase I - Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Data is used to identify areas of strength but more importantly areas that we need to be addressed for improvement in student achievement. Data only shows student performance, survey results (counts and opinions). We must drill down to analyze curriculum, learning targets, formative and summative assessments to measure mastery of content, our intervention plan, tools, and implementation, the efficacy of our professional learning communities or teams.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The continued development and the refinement of our work in our professional learning communities has proven to yield improved student achievement. Within our PLC's the curriculum is aligned and adjusted, essential learning is identified, learning targets are improved and evaluated to be congruent with our standards, our formative, common benchmark assessments, and summative assessments are being scrutinized for measuring the intent of the standards, students are identified for intervention, and the intervention itself is analyzed for effectiveness.

We are still in the full implementation of our work in PLC's and will continue to more effectively perform the duties of a highly functioning PLC.

We are celebrating our title of a Distinguished District.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

We still need to work on:

aligning our math curriculum, especially in grades K-2,

improve best practices in math instruction being careful to teach conceptually

identify students who are in need of intervention and pinpointing foundational concepts that are lacking

Using best practices in re-teaching

Using intervention instructional tools with fidelity

Progress monitor more closely

Formally evaluate all of our programs to ensure fidelity and effectiveness

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

We have organized focus groups beginning in the primary school through high school. These focus groups are comprised of students identified through either MAP assessments or previous KPREP assessment scores on either reading, math, or writing, administrators from each school, and some teachers who are intimately involved in the interventions. Each focus group teacher meets with district level administrators to discuss progress monitoring data (data from MAP assessments, assessments via instructional tools such as Lexia, Dreambox, Reading Plus, IXL, or teacher made rubrics (writing in the high school). Each students' progress or lack of progress is discussed.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Continue to develop professional learning communities or teams (closely monitor their progress of development), train teachers and paraeducators to evaluate data more closely, and evaluate programs (intervention tools, schedules, instructional resources, and instructional practices- especially in math) in a more formal and timely way.

CDIP BCS 16-17

Overview

Plan Name

CDIP BCS 16-17

Plan Description

Comprehensive District Improvement Plan BCS 16-17

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	BCS will increase proficiency in our non-duplicated gap in reading and math by population to 65% by 2018.	Objectives: 8 Strategies: 11 Activities: 11	Academic	\$412973
2	BCS will increase Kindergarten readiness to 77% by 2018.	Objectives: 2 Strategies: 7 Activities: 12	Organizational	\$320085
3	BCS will increase the Cohort Graduation Rate to 98% by 2024	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$6000
4	BCS will increase the combined reading and math proficiency rates to 71% by 2018.	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$34852
5	BCS will decrease the % of students scoring at the novice level by 10% in Reading and Math for all Non-duplicated GAP subgroups and the total student population.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$25408
6	All academic and non-academic initiatives will be evaluated and show measurable improvement toward a more successful support program.	Objectives: 5 Strategies: 6 Activities: 7	Organizational	\$2000
7	BCS will increase the percentage of students who are college and career ready to 75% by 2020.	Objectives: 2 Strategies: 5 Activities: 5	Academic	\$27450

Goal 1: BCS will increase proficiency in our non-duplicated gap in reading and math by population to 65% by 2018.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the 2017 KPREP Test in English Language Arts by 06/02/2017 as measured by the school report card.

Strategy 1:

Best Practice - Analyze student achievement by gap groups, relative to state (KPREP, EPAS) and district and school assessment systems.

Category:

Activity - analyze student achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An team of teachers and administrators will analyze student achievement by gap groups on MAP and benchmark assessments Schools: All Schools	Policy and Process	08/02/2016	06/01/2017	\$0	No Funding Required	teachers and administrators

Strategy 2:

Professional Learning Communities /Teams - Teachers in Pre-K through grade 12 will participate in a professional learning community or team, focusing on the Bardstown Commitment to Success, and are will perform at or above the fully functioning level.

Category: Professional Learning & Support

Activity - Professional Learning Communities /Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ainsley Rose, an educational consultant, will work with our administrators and teachers to help improve the PLC process that includes , RTI and other interventions, curriculum alignment, and professional learning Schools: All Schools	Professional Learning, Academic Support Program	05/09/2016	06/02/2017	\$15000	Title II Part A	All administrators , district administrators

Measurable Objective 2:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the 2017 KPREP Test in Mathematics by 06/02/2017 as measured by school report card.

Strategy 1:

Best Practice - Regular education and special education teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Category:

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Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention strategies will be matched to individual student needs. Progress monitoring will occur with MAP as well as other assessments. Intervention strategies will include MOBY MATH, Math In Focus interventions, math manipulatives Schools: All Schools	Policy and Process	08/02/2016	06/02/2017	\$0	No Funding Required	Regular and special education staff. School level administrators

Measurable Objective 3:

55% of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 06/02/2017 as measured by 2014 KPREP test.

Strategy 1:

Academic Support - Identification of current supports and structures that are being used will be analyzed. Additional resources and interventions will be utilized as outlined in the Kentucky Continuous Monitoring Process.

Category:

Activity - Interventions and Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current supports and interventions will be identified and analyzed with added resources and supports applied when needed Schools: Bardstown Middle School	Academic Support Program	08/02/2016	06/02/2017	\$0	No Funding Required	Regular education and special education staff, building level administrators, and Central office administrators

Measurable Objective 4:

44% of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in math in Mathematics by 06/02/2017 as measured by the school report card.

Strategy 1:

Interventions and Supports - Identification of current supports and interventions being used with additional resources and interventions (found in the Evidence Based Strategies Toolkit) incorporated when needed.

Category:

Activity - Interventions and Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and Administrators will identify and analyze current supports, structures, and interventions being used to support this group and implement additional resources and supports when needed. Schools: All Schools	Academic Support Program	08/02/2016	06/02/2017	\$0	No Funding Required	Regular and special needs instructional staff, building level administrators, and Central Office staff
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Measurable Objective 5:

59% of Tenth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the 2014 End of Course exam for English 10 in English Language Arts by 06/02/2017 as measured by The School Report Card.

Strategy 1:

Supports and Interventions - Identification of current supports and interventions being used with additional resources and interventions (found in the Evidence Based Strategies Toolkit)incorporated when needed. Students will work in small groups to work on skills.

Category:

Activity - Interventions and Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will identify and analyze current supports, structures, and interventions being used to support this group and implement additional resources and supports when needed. Schools: Bardstown High School	Academic Support Program	08/02/2016	06/02/2017	\$0	No Funding Required	Teachers, counselors, and building level administrators

Measurable Objective 6:

34% of Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency on the 2017 KPREP test in English Language Arts by 06/02/2017 as measured by The School Report Card.

Strategy 1:

Best Practice - Teachers will use intervention strategies that best meet the needs of the individual students. They will monitor the progress of the gap students using MAP as well as other teacher made assessments. They will also be sure to read to the students on the KPREP assessment if their IEP so states.

Category:

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students and intervention strategies will be matched and implemented. Students will be read to on the KPREP test if IEP so states. Schools: Bardstown Middle School	Academic Support Program	08/02/2016	06/02/2017	\$0	No Funding Required	Special needs instructors, regular education staff members, building level administrators, Building Assessment Coordinator
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Measurable Objective 7:

5% of All Students will increase student growth to perform at grade level in Reading by 06/01/2017 as measured by Measures of Academic Progress for grades K-8.

Strategy 1:

Full Day Kindergarten - All Kindergarten students will receive a full day of instruction in reading, math, social studies, science, physical education, and arts and humanities.

Category: Learning Systems

Activity - Full Day Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will receive a full day of instruction in reading, math, social studies, science, physical education, and arts and humanities. Schools: Bardstown Primary School	Academic Support Program	08/01/2016	06/02/2017	\$388103	Title I School Improvement (ISI)	School Administration and teachers

Strategy 2:

Parental Involvement - To increase parental involvement to better support learners.

Category: Human Capital Management

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parental Involvement. Opportunities for parents whose students scored below the 20th percentile to participate in summer activities. Money spent on summer reading for incoming K students. Two math and reading nights with take-home math and reading kits. Schools: Bardstown Primary School	Behavioral Support Program, Academic Support Program	08/02/2016	06/02/2017	\$6871	Title I Part A	School administration and teachers

Strategy 3:

Homeless - Specific support for homeless students that are at risk.

Category: Early Learning

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Activity - Homeless Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Katherine Webb will notify students and their families to offer support so that there are fewer barriers for them to attend school and fully participate in their education. Schools: All Schools	Other	08/02/2016	06/02/2017	\$2999	Title I Part A	Katherine Webb

Measurable Objective 8:

52% of Tenth and Eleventh grade Black or African-American, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will increase student growth to perform at proficiency in Mathematics by 06/02/2017 as measured by 2017 End of Course Exam in mathematics.

Strategy 1:

individual learning - Students will be monitored by common benchmark assessments, identified for remediation and interventions and tutored by direct instruction as well as individualized virtual mathematical tools.

Category: Integrated Methods for Learning

Activity - individual learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring, interventions, and progress monitoring Schools: Bardstown High School	Academic Support Program	08/02/2016	06/02/2017	\$0	No Funding Required	Heidi Ahern, Hunter Ballard, and other math instructors

Goal 2: BCS will increase Kindergarten readiness to 77% by 2018.

Measurable Objective 1:

collaborate to offer a Kindergarten readiness "Jump Start" program to students with disabilities or with limited pre-school experience. by 07/31/2017 as measured by teacher observation and the results of the Brigance Readiness Screener.

Strategy 1:

Kindergarten Kick-Off - Parents and students will be invited to an "open-house" where students will visit their classrooms for the first time, be provided with vision and dental screenings, free hair cuts, and other informative booths provided by community partners.

Category:

Activity - Kindergarten Kick-Off	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students introduction to classrooms, teachers, and health screenings Schools: Bardstown Primary School	Parent Involvement	07/18/2016	07/22/2016	\$200	School Council Funds	Catherine Webb

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Measurable Objective 2:

collaborate to provide students ages 3 and 4 with a quality Pre-School Experience by 8-04-17 by 08/02/2017 as measured by The Brigance Kindergarten Screener and teacher observation.

Strategy 1:

Early Childhood Education - Bardstown City Schools will provide a half-day pre-school service for children ages 3 and 4. Teachers will be highly qualified and certified. Students will be given a complete curriculum based on the ECKERS philosophy. Students will be progress monitored and interventions will be provided when necessary.

Category: Early Learning

Activity - Early Childhood Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Childhood Education Schools: Bardstown Early Childhood Center	Direct Instruction	08/02/2016	06/02/2017	\$289085	Title I Part A	Michelle Sharp PreSchool Teachers

Strategy 2:

Research based math and language arts program - structured language arts and math programs

Category: Learning Systems

Activity - Ericsson Early Math and Zoophonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
preschool teachers will refine the pacing guide for Erickson Early Math and fully implement with all preschoolers Schools: Bardstown Early Childhood Center	Direct Instruction	01/03/2017	06/01/2018	\$0	No Funding Required	Preschool teachers and administrator

Activity - Zoophonics Pilot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BECEC staff will analyze results of the Zoo Phonics pilot in two of the four-year-old classrooms where it is currently being piloted. If successful, this program will be expanded to include all four-year-old classrooms. If not successful, a second research based program will be piloted. Schools: Bardstown Early Childhood Center	Direct Instruction	01/02/2017	06/02/2017	\$5000	Other	BECEC instructors and administrator

Activity - PLC developments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLC teams to develop common assessments, analyze student data, and share instructional strategies Schools: Bardstown Early Childhood Center	Professional Learning	08/02/2016	06/02/2017	\$0	No Funding Required	BECEC teachers and administrator

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Strategy 3:

Early entry for at-risk three year olds - Early learning opportunity for at-risk 3 year olds

Category: Early Learning

Activity - Early entry for at-risk three year olds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who would qualify for "at-risk" as a four-year-old will be invited to start preschool a year early to allow two full years of kindergarten readiness activities Schools: Bardstown Early Childhood Center	Direct Instruction	08/02/2017	06/01/2018	\$25000	Grant Funds	BECEC staff and administrator

Strategy 4:

Academic Interventions - Preschool staff will maintain a list of skills to be mastered and will identify students who need interventions and implement interventions in order for the identified students to be successful at the next level.

Category: Learning Systems

Activity - Academic Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool staff will maintain a listing of skills that should be mastered per quarter during the four-year old year. If students do not display mastery, they will be tutored one-on-one in those specific skills areas by classified staff as they have time available. Schools: Bardstown Early Childhood Center	Academic Support Program	08/02/2016	06/02/2017	\$0	No Funding Required	BECEC staff and administrator

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the first semester, teachers will identify students who are not expected to be "ready" for the next level- either the four-year-old program or kindergarten. The classroom teaching team will develop a list of specific ways in which they will target "readiness" with these students and implement throughout each school day. Schools: Bardstown Early Childhood Center	Academic Support Program	08/02/2016	06/02/2017	\$0	No Funding Required	BECEC staff and administrator

Strategy 5:

Brigance Analysis - Brigance data will be analyzed and adjustments made to early learning curriculum and instructional strategies

Category: Continuous Improvement

Activity - Brigance Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Following the release of Brigance data, BECEC administration will obtain individualized Brigance scores from the primary school. Responses will be analyzed to determine areas of weakness in instruction at BECEC, and weak areas will be addressed	Professional Learning	12/12/2016	06/02/2017	\$0	No Funding Required	BECEC staff, BPS administration, and BECEC administrator
Schools: Bardstown Early Childhood Center, Bardstown Primary School						

Strategy 6:

School to Home Connections - Lending library, Monthly calendars sent home (4-year-old program) and quarterly parent nights

Category: Early Learning

Activity - Lending Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All pre-school students will have access to our Lending Library which provides age appropriate, dialogic reading kits for families to check out and take home weekly.	Parent Involvement	08/02/2016	06/02/2017	\$800	Title I Part A	BECEC staff, support staff, and administrator
Schools: Bardstown Early Childhood Center						

Activity - Monthly Calendars for Home	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four-year-old teachers will provide monthly calendars to families in which each days lists a kindergarten readiness skill to practice. These activities will take under five minutes and will be family friendly	Parent Involvement	08/02/2016	06/02/2017	\$0	No Funding Required	BECEC staff and administrator
Schools: Bardstown Early Childhood Center						

Activity - Parent Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be encourages to attend quarterly Parent Nights at preschool that will engage children and parent in learning activities that can be carried over the the home setting.	Parent Involvement	10/24/2016	06/02/2017	\$0	No Funding Required	BECEC staff and administrator
Schools: Bardstown Early Childhood Center						

Goal 3: BCS will increase the Cohort Graduation Rate to 98% by 2024

Measurable Objective 1:

collaborate to increase the graduation rate from 92.4% to 94% by 06/02/2017 as measured by The School Report Card.

Strategy 1:

Collaboration, Mentoring, and Technology - Students will be identified as potential drop-outs using the Persistence to Graduation Tool. These students will be given supports according to their needs. Those in 9th grade will be encouraged to follow a CTE career pathway that is congruent with their ILP. Those students who are

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behind in credits will be scheduled into our credit recovery classroom (1 to 10 teacher to student ratio).

Category: Continuous Improvement

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Potential drop-outs will be identified using the Persistence to Graduation Tool. Supports, interventions, and recruitment to specific career pathways will be given to these students.</p> <p>Schools: Bardstown Middle School, Bardstown High School</p>	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0	No Funding Required	Guidance counselors, building level administrators, and CTE instructors at the middle and high schools.
Activity - Virtual Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students in grades 11 and 12 identified from the persistence to graduation tool on Infinite Campus are provided opportunities for credit recovery and earning credits through virtual learning.</p> <p>Schools: Bardstown Middle School, Bardstown Alternative School, Bardstown High School</p>	Behavioral Support Program, Technology, Academic Support Program	05/02/2016	06/02/2017	\$6000	General Fund	School Administration, Counselors, and staff.
Activity - Behavioral Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students in grades 3-12 will be identified to be placed in the PASS program. Specific behavior plans are created for the students with social skills instruction provided as well as progress monitoring their behavior.</p> <p>Schools: Bardstown Elementary School, Bardstown Middle School, Bardstown Alternative School, Bardstown High School</p>	Direct Instruction	08/01/2016	06/02/2017	\$0	No Funding Required	School Administration, Counselor, Staff
Activity - Student Opportunities for Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers are supported to either sponsor an extracurricular club or coach an activity in order to provide multiple opportunities for students to be involved in extracurricular activities. Also we will offer a Work Ready Certificate that will enable students to be ready for the world of work and have priority hiring at our local businesses and industries.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Academic Support Program	08/01/2016	06/02/2017	\$0	No Funding Required	School administration, counselors, and staff

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Activity - Attendance Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be monitored closely with home visits and mediation provided for families whose students have more than 6 unexcused absences. Further steps will be taken through legal options for those families whose students continue to be truant. Schools: All Schools	Behavioral Support Program	05/02/2016	06/02/2017	\$0	No Funding Required	School Administration, Counseling, and staff

Goal 4: BCS will increase the combined reading and math proficiency rates to 71% by 2018.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency to perform at grade level in Reading by 06/01/2017 as measured by Spring 2017 MAP assessment for grades K-8.

Strategy 1:

Engaging Instruction - Teachers in grades K-5 will continue to work in Professional Learning Communities to refine best instructional strategies in reading while also strategically utilizing instructional tools provided by their basal reading program, Reading Street.

Category: Continuous Improvement

Activity - Curriculum Refinement of Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLC's to determine best instructional tools to be used in reading instruction. Schools: Bardstown Elementary School, Bardstown Primary School	Direct Instruction	08/02/2016	06/02/2017	\$6000	Title II Part A	Michelle Ryan, Natalie Kiser, Paul Bowling, Michelle Spalding

Strategy 2:

Reading Plus - Teachers will work with identified students to improve their reading skills using Reading Plus that incorporates technology and direct instruction during Learning Plus (specific time designated during the instructional day).

Category: Learning Systems

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading Plus with direct instruction Schools: Bardstown Middle School	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$20000	Title VI	Ryan Clark, Melissa Taylor, teachers, and Jeff Morning
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Measurable Objective 2:

100% of Eleventh grade students will increase student growth so that 10% more students are proficient in 2017 in Mathematics by 06/02/2017 as measured by 2017 Spring EOC Algebra II exam.

Strategy 1:

Curriculum Refinement of High School Math - Math teachers will analyze lessons to determine congruency with end of course math standards. Teachers will also incorporate math interventions on a more frequent basis.

Category: Continuous Improvement

Activity - Curriculum Refinement of High School Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate lessons and assessments to determine congruency with End of Course standards and provide more timely math interventions Schools: Bardstown High School	Professional Learning, Direct Instruction	08/02/2016	06/02/2017	\$2500	Other	Math instructors

Strategy 2:

IXL - Teachers will work with identified students on math skills using a technology supported program, IXL

Category: Learning Systems

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will work with identified students on improving math skills using IXL Schools: Bardstown High School	Tutoring, Academic Support Program	08/02/2016	06/02/2017	\$6352	Title VI	Chris Pickett, Aaron Boggs, teachers, Kim Case

Goal 5: BCS will decrease the % of students scoring at the novice level by 10% in Reading and Math for all Non-duplicated GAP subgroups and the total student population.

Measurable Objective 1:

10% of All Students will increase student growth from Novice in Math and in Reading by 05/08/2017 as measured by KPREP.

(shared) Strategy 1:

Individualized Learning - Using Formative Assessments to Individualize Student Instructional Plans and Promote Student Learning.

Category: Learning Systems

Research Cited: Using Formative Assessments to Individualize Instruction and Promote Learning. (2016). AMLE - Association for Middle Level Education. Retrieved 28 November 2016, from <http://www.amle.org/TabId/270/artmid/888/articleid/454/Using-Formative-Assessments-to-Individualize-Instruction-and-Promote-Learning.aspx> (2016). Files.eric.ed.gov. Retrieved 28 November 2016, from <http://files.eric.ed.gov/fulltext/EJ752868.pdf>

Activity - Individualized Learning Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology and Teacher-based Academic Support Programs of Lexia, Reading Plus, Dreambox, and IXL Schools: Bardstown Elementary School, Bardstown Primary School, Bardstown Middle School, Bardstown High School	Technology, Academic Support Program	08/08/2016	05/08/2017	\$25408	Title VI	School Admin and staff

Measurable Objective 2:

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will collaborate to show a minimum of a one year gain in Mathematics by 06/02/2017 as measured by Spring 2017 Measures of Academic Progress.

(shared) Strategy 1:

Individualized Learning - Using Formative Assessments to Individualize Student Instructional Plans and Promote Student Learning.

Category: Learning Systems

Research Cited: Using Formative Assessments to Individualize Instruction and Promote Learning. (2016). AMLE - Association for Middle Level Education. Retrieved 28 November 2016, from <http://www.amle.org/TabId/270/artmid/888/articleid/454/Using-Formative-Assessments-to-Individualize-Instruction-and-Promote-Learning.aspx> (2016). Files.eric.ed.gov. Retrieved 28 November 2016, from <http://files.eric.ed.gov/fulltext/EJ752868.pdf>

Activity - Individualized Learning Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology and Teacher-based Academic Support Programs of Lexia, Reading Plus, Dreambox, and IXL Schools: Bardstown Elementary School, Bardstown Primary School, Bardstown Middle School, Bardstown High School	Technology, Academic Support Program	08/08/2016	05/08/2017	\$25408	Title VI	School Admin and staff

Goal 6: All academic and non-academic initiatives will be evaluated and show measurable improvement toward a more successful support program.

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Measurable Objective 1:

collaborate to improve implementation and efficacy the Global Competency/World Language Program in grades K-12 by 06/02/2017 as measured by Data obtained using Global Competency/World Language Program Review standards and indicators.

Strategy 1:

Implementation - Administrators and teachers will work together to continue implementing the Global Competency/World Language Program in grades K-8.

Category: Professional Learning & Support

Activity - Global competency/World Language First Year Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will evaluate the standards and indicators for Global Competency/World Language Programs and continue implementing them during the 2016-17 school year. Schools: Bardstown Elementary School, Bardstown Primary School, Bardstown Middle School	Professional Learning	08/02/2016	06/02/2017	\$500	General Fund	teachers and administrators in grades K-8

Measurable Objective 2:

collaborate to Improve the high school Global Competency/World Language program by 05/31/2016 as measured by the standards and indicators of the Global Competency /World Language Program Review.

Strategy 1:

Professional Development and Learning - Spanish teachers and Social Studies teachers will collaborate to learn how to implement Global Competency/World Language standards across disciplines.

Category: Professional Learning & Support

Activity - Professional Development and Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spanish teachers and social studies teachers will attend training to learn how to implement global competency/world language curriculum across the disciplines Schools: Bardstown Elementary School, Bardstown Primary School, Bardstown Middle School, Bardstown High School	Professional Learning	09/28/2015	05/31/2016	\$500	Title II Part A	spanish teachers, social studies teachers

Measurable Objective 3:

collaborate to implement the District Health and Wellness Policy by 06/02/2017 as measured by K-5 school policy that promotes 30 minutes of physical activity during the instructional day and student participation in out of school physical activity events in grades 6-12.

Strategy 1:

School policy - Members of the school health councils at the Bardstown Primary School and Bardstown Elementary School will write a site base policy that encourages at least 30 minutes of physical activity during the instructional day.

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Category: Other - Health and Wellness

Activity - school policy that promotes physical activity during the instructional day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the BPS and BES Health Councils will write a policy that encourages 30 minutes of physical activity during the instructional day Schools: Bardstown Elementary School, Bardstown Primary School	Policy and Process	08/02/2016	06/02/2017	\$0	No Funding Required	Health Council members and administrators from BES and BPS

Strategy 2:

professional development - All health and physical education teachers will attend at least one professional development training every year

Category: Professional Learning & Support

Activity - professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All health and PE teachers will attend professional development provided by the state on such as S.H.A.P.E. Alliance for a Healthier Generation, etc. each year Schools: Bardstown Elementary School, Bardstown Primary School, Bardstown Middle School, Bardstown High School	Professional Learning	08/02/2016	06/02/2017	\$1000	Other	Health and Physical Education teachers in grades K-12

Measurable Objective 4:

collaborate to promote student participation in community/outside the school day physical activity events by 06/02/2017 as measured by class notes (from discussion), bulletin boards with information about physical events, and take home flyers.

Strategy 1:

Promotion of Physical Activity - Physical Education teachers at the high school and middle school will promote physical activities available for middle and high school students so to encourage life long exercise.

Category: Other - Health and Wellness

Activity - Promotion of Physical Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school Physical Education Teachers will promote 5 K and other physical activity events so that more of their students will participate. This is to encourage students to exercise as part of their lifelong habits that promote health and wellness. Schools: Bardstown Middle School, Bardstown High School	Extra Curricular	08/02/2016	06/02/2017	\$0	No Funding Required	Josh Hartlage, Brad Hill, Jeremy Dale, Crystal Brothers, and Amber Taylor.

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Measurable Objective 5:

collaborate to improve Teaching conditions attitude and perceptions by 05/01/2017 as measured by TELL Survey.

Strategy 1:

Working Conditions/Learning Environment Support - Collaborate with outside organizations to address issue with classroom management and school leadership.

Category: Management Systems

Activity - NISL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
National Institute for School Leadership Schools: Bardstown Elementary School, Bardstown High School	Professional Learning	08/02/2016	06/02/2017	\$0	No Funding Required	BHS Principal and BES Principal
Activity - ABRI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration with ABRI (Academic and Behavior Response to Intervention) at the Primary, Elementary, and Middle School to increase effective support systems for student behavior and teacher responses. Schools: Bardstown Elementary School, Bardstown Primary School, Bardstown Middle School	Behavioral Support Program	08/02/2016	06/02/2017	\$0	No Funding Required	School Administration, teachers, and ABRI staff

Goal 7: BCS will increase the percentage of students who are college and career ready to 75% by 2020.

Measurable Objective 1:

71% of Twelfth grade students will achieve college and career readiness by meeting college benchmarks and/or CTE certifications in Career & Technical by 06/02/2017 as measured by College and Career Readiness standards set forth by Kentucky Department of Education.

Strategy 1:

Career Pathways - Students are provided with information and guidance for career pathways beginning at the middle school

Category: Career Readiness Pathways

Activity - Guidance on goal setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers, counselors, and building level administrators will provide information on career pathways offered at Bardstown High School beginning in 6th grade. Signs with information on the career pathways are placed in the hallways of the high school as a frequent reminder. Counseling sessions are also provided for goal setting and scheduling of classes. Schools: Bardstown Middle School, Bardstown High School	Career Preparation/Orientation	08/02/2016	06/02/2017	\$0	No Funding Required	middle and high school teachers, middle and high school counselors, CTE teachers, building level principals
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Strategy 2:

Cambridge ACT Prep - Students in grades 9-12 will receive instruction using Cambridge ACT preparation curriculum, take practice ACT assessments, and be given interventions based on results of those practice tests.

Category: Learning Systems

Activity - Cambridge ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 9-11 will receive instruction using the Cambridge ACT preparation curriculum, take practice ACT assessments, and be given interventions using assessment data Schools: Bardstown High School	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$16000	General Fund	Chris Pickett, Aaron Boggs, English, science, social studies, and math teachers

Strategy 3:

Work Keys Preparation - CTE teachers will prepare students for the Work Keys assessment during regular instruction.

Category: Learning Systems

Activity - Work Keys Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will work on intentionally preparing students for the Workkeys Assessment during their regular instruction Schools: Bardstown High School	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$0	No Funding Required	CTE teachers, Chris Pickett, Kim Case, Belinda Hodges, and Aaron Boggs

Strategy 4:

Advance Kentucky - Teachers in the middle and high schools will attend training in Laying the Foundation (Advance Kentucky) as well as other AP course trainings in order to increase rigor in instruction as well as supports systems for all students.

Category: Integrated Methods for Learning

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Activity - Advance Kentucky	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the middle and high schools will attend training in Laying the Foundation (Advance Kentucky) as well as other AP course trainings in order to increase rigor in instruction as well as supports systems for all students. Schools: Bardstown Middle School, Bardstown High School	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$11450	Title II Part A	Ryan Clark, Chris Pickett, middle and high school teachers

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness by the time they are in 12th grade in Career & Technical by 06/03/2016 as measured by College and Career Readiness standards set forth by Kentucky Department of Education.

Strategy 1:

Equitable Distribution - Administrators will work with guidance counselors and other teaching staff to place our gap and novice students with the most highly qualified and effective teachers

Category: Human Capital Management

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will work together to place gap and novice students with the most highly qualified and effective teachers Schools: All Schools	Policy and Process, Recruitment and Retention	08/02/2016	06/02/2017	\$0	No Funding Required	administrators and teachers in all buildings K-12

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Global competency/World Language First Year Implementation	Teachers and Administrators will evaluate the standards and indicators for Global Competency/World Language Programs and continue implementing them during the 2016-17 school year.	Professional Learning	08/02/2016	06/02/2017	\$500	teachers and administrators in grades K-8
Cambridge ACT Prep	All students in grades 9-11 will receive instruction using the Cambridge ACT preparation curriculum, take practice ACT assessments, and be given interventions using assessment data	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$16000	Chris Pickett, Aaron Boggs, English, science, social studies, and math teachers
Virtual Learning Opportunities	Students in grades 11 and 12 identified from the persistence to graduation tool on Infinite Campus are provided opportunities for credit recovery and earning credits through virtual learning.	Behavioral Support Program, Technology, Academic Support Program	05/02/2016	06/02/2017	\$6000	School Administration, Counselors, and staff.
Total					\$22500	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Full Day Kindergarten	All Kindergarten students will receive a full day of instruction in reading, math, social studies, science, physical education, and arts and humanities.	Academic Support Program	08/01/2016	06/02/2017	\$388103	School Administration and teachers
Total					\$388103	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development and Learning	Spanish teachers and social studies teachers will attend training to learn how to implement global competency/world language curriculum across the disciplines	Professional Learning	09/28/2015	05/31/2016	\$500	spanish teachers, social studies teachers
Advance Kentucky	Teachers in the middle and high schools will attend training in Laying the Foundation (Advance Kentucky) as well as other AP course trainings in order to increase rigor in instruction as well as supports systems for all students.	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$11450	Ryan Clark, Chris Pickett, middle and high school teachers
Professional Learning Communities /Teams	Ainsley Rose, an educational consultant, will work with our administrators and teachers to help improve the PLC process that includes , RTI and other interventions, curriculum alignment, and professional learning	Professional Learning, Academic Support Program	05/09/2016	06/02/2017	\$15000	All administrators , district administrators
Curriculum Refinement of Reading Program	Teachers will work in PLC's to determine best instructional tools to be used in reading instruction.	Direct Instruction	08/02/2016	06/02/2017	\$6000	Michelle Ryan, Natalie Kiser, Paul Bowling, Michelle Spalding
Total					\$32950	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
professional development	All health and PE teachers will attend professional development provided by the state on such as S.H.A.P.E. Alliance for a Healthier Generation, etc. each year	Professional Learning	08/02/2016	06/02/2017	\$1000	Health and Physical Education teachers in grades K-12
Curriculum Refinement of High School Math	Teachers will evaluate lessons and assessments to determine congruency with End of Course standards and provide more timely math interventions	Professional Learning, Direct Instruction	08/02/2016	06/02/2017	\$2500	Math instructors
Zoophonics Pilot	BECEC staff will analyze results of the Zoo Phonics pilot in two of the four-year-old classrooms where it is currently being piloted. If successful, this program will be expanded to include all four-year-old classrooms. If not successful, a second research based program will be piloted.	Direct Instruction	01/02/2017	06/02/2017	\$5000	BECEC instructors and administrator
Total					\$8500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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PLC developments	Teachers will work in PLC teams to develop common assessments, analyze student data, and share instructional strategies	Professional Learning	08/02/2016	06/02/2017	\$0	BECEC teachers and administrator
Persistence to Graduation Tool	Potential drop-outs will be identified using the Persistence to Graduation Tool. Supports, interventions, and recruitment to specific career pathways will be given to these students.	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0	Guidance counselors, building level administrators, and CTE instructors at the middle and high schools.
Brigance Analysis	Following the release of Brigance data, BECEC administration will obtain individualized Brigance scores from the primary school. Responses will be analyzed to determine areas of weakness in instruction at BECEC, and weak areas will be addressed	Professional Learning	12/12/2016	06/02/2017	\$0	BECEC staff, BPS administration, and BECEC administrator
Intervention Strategies	Intervention strategies will be matched to individual student needs. Progress monitoring will occur with MAP as well as other assessments. Intervention strategies will include MOBY MATH, Math In Focus interventions, math manipulatives	Policy and Process	08/02/2016	06/02/2017	\$0	Regular and special education staff. School level administrators
Promotion of Physical Activity	Middle and high school Physical Education Teachers will promote 5 K and other physical activity events so that more of their students will participate. This is to encourage students to exercise as part of their lifelong habits that promote health and wellness.	Extra Curricular	08/02/2016	06/02/2017	\$0	Josh Hartlage, Brad Hill, Jeremy Dale, Crystal Brothers, and Amber Taylor.
Student Opportunities for Involvement	Teachers are supported to either sponsor an extracurricular club or coach an activity in order to provide multiple opportunities for students to be involved in extracurricular activities. Also we will offer a Work Ready Certificate that will enable students to be ready for the world of work and have priority hiring at our local businesses and industries.	Behavioral Support Program, Academic Support Program	08/01/2016	06/02/2017	\$0	School administration, counselors, and staff
analyze student achievement	An team of teachers and administrators will analyze student achievement by gap groups on MAP and benchmark assessments	Policy and Process	08/02/2016	06/01/2017	\$0	teachers and administrators
Attendance Support	Attendance will be monitored closely with home visits and mediation provided for families whose students have more than 6 unexcused absences. Further steps will be taken through legal options for those families whose students continue to be truant.	Behavioral Support Program	05/02/2016	06/02/2017	\$0	School Administration, Counseling, and staff
ABRI	Collaboration with ABRI (Academic and Behavior Response to Intervention) at the Primary, Elementary, and Middle School to increase effective support systems for student behavior and teacher responses.	Behavioral Support Program	08/02/2016	06/02/2017	\$0	School Administration, teachers, and ABRI staff

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Academic Interventions	Preschool staff will maintain a listing of skills that should be mastered per quarter during the four-year old year. If students do not display mastery, they will be tutored one-on-one in those specific skills areas by classified staff as they have time available.	Academic Support Program	08/02/2016	06/02/2017	\$0	BECEC staff and administrator
Equitable Distribution	Administrators and teachers will work together to place gap and novice students with the most highly qualified and effective teachers	Policy and Process, Recruitment and Retention	08/02/2016	06/02/2017	\$0	administrators and teachers in all buildings K-12
Interventions and Supports	Current supports and interventions will be identified and analyzed with added resources and supports applied when needed	Academic Support Program	08/02/2016	06/02/2017	\$0	Regular education and special education staff, building level administrators, and Central office administrators
school policy that promotes physical activity during the instructional day	Members of the BPS and BES Health Councils will write a policy that encourages 30 minutes of physical activity during the instructional day	Policy and Process	08/02/2016	06/02/2017	\$0	Health Council members and administrators from BES and BPS
NISL	National Institute for School Leadership	Professional Learning	08/02/2016	06/02/2017	\$0	BHS Principal and BES Principal
Monthly Calendars for Home	Four-year-old teachers will provide monthly calendars to families in which each days lists a kindergarten readiness skill to practice. These activities will take under five minutes and will be family friendly	Parent Involvement	08/02/2016	06/02/2017	\$0	BECEC staff and administrator
Interventions and Supports	Teachers and Administrators will identify and analyze current supports, structures, and interventions being used to support this group and implement additional resources and supports when needed.	Academic Support Program	08/02/2016	06/02/2017	\$0	Regular and special needs instructional staff, building level administrators, and Central Office staff
Behavioral Support Program	Students in grades 3-12 will be identified to be placed in the PASS program. Specific behavior plans are created for the students with social skills instruction provided as well as progress monitoring their behavior.	Direct Instruction	08/01/2016	06/02/2017	\$0	School Administration, Counselor, Staff

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Guidance on goal setting	Teachers, counselors, and building level administrators will provide information on career pathways offered at Bardstown High School beginning in 6th grade. Signs with information on the career pathways are placed in the hallways of the high school as a frequent reminder. Counseling sessions are also provided for goal setting and scheduling of classes.	Career Preparation/Orientation	08/02/2016	06/02/2017	\$0	middle and high school teachers, middle and high school counselors, CTE teachers, building level principals
Parent Nights	Families will be encouraged to attend quarterly Parent Nights at preschool that will engage children and parent in learning activities that can be carried over the home setting.	Parent Involvement	10/24/2016	06/02/2017	\$0	BECEC staff and administrator
Ericsson Early Math and Zoophonics	preschool teachers will refine the pacing guide for Erickson Early Math and fully implement with all preschoolers	Direct Instruction	01/03/2017	06/01/2018	\$0	Preschool teachers and administrator
Interventions and Supports	Teachers and Administrators will identify and analyze current supports, structures, and interventions being used to support this group and implement additional resources and supports when needed.	Academic Support Program	08/02/2016	06/02/2017	\$0	Teachers, counselors, and building level administrators
individual learning	Monitoring, interventions, and progress monitoring	Academic Support Program	08/02/2016	06/02/2017	\$0	Heidi Ahern, Hunter Ballard, and other math instructors
Work Keys Preparation	CTE teachers will work on intentionally preparing students for the Workkeys Assessment during their regular instruction	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$0	CTE teachers, Chris Pickett, Kim Case, Belinda Hodges, and Aaron Boggs
Best Practice	Students and intervention strategies will be matched and implemented. Students will be read to on the KPREP test if IEP so states.	Academic Support Program	08/02/2016	06/02/2017	\$0	Special needs instructors, regular education staff members, building level administrators, Building Assessment Coordinator

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Name and Claim	At the end of the first semester, teachers will identify students who are not expected to be "ready" for the next level- either the four-year-old program or kindergarten. The classroom teaching team will develop a list of specific ways in which they will target "readiness" with these students and implement throughout each school day.	Academic Support Program	08/02/2016	06/02/2017	\$0	BECEC staff and administrator
Total					\$0	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Systems	Technology and Teacher-based Academic Support Programs of Lexia, Reading Plus, Dreambox, and IXL	Technology, Academic Support Program	08/08/2016	05/08/2017	\$25408	School Admin and staff
IXL	teachers will work with identified students on improving math skills using IXL	Tutoring, Academic Support Program	08/02/2016	06/02/2017	\$6352	Chris Pickett, Aaron Boggs, teachers, Kim Case
Reading Plus	Reading Plus with direct instruction	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$20000	Ryan Clark, Melissa Taylor, teachers, and Jeff Morning
Total					\$51760	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early entry for at-risk three year olds	Students who would qualify for "at-risk" as a four-year-old will be invited to start preschool a year early to allow two full years of kindergarten readiness activities	Direct Instruction	08/02/2017	06/01/2018	\$25000	BECEC staff and administrator
Total					\$25000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lending Library	All pre-school students will have access to our Lending Library which provides age appropriate, dialogic reading kits for families to check out and take home weekly.	Parent Involvement	08/02/2016	06/02/2017	\$800	BECEC staff, support staff, and administrator

Comprehensive District Improvement Plan

Bardstown Independent

Parental Involvement	Parental Involvement. Opportunities for parents whose students scored below the 20th percentile to participate in summer activities. Money spent on summer reading for incoming K students. Two math and reading nights with take-home math and reading kits.	Behavioral Support Program, Academic Support Program	08/02/2016	06/02/2017	\$6871	School administration and teachers
Homeless Student Support	Katherine Webb will notify students and their families to offer support so that there are fewer barriers for them to attend school and fully participate in their education.	Other	08/02/2016	06/02/2017	\$2999	Katherine Webb
Early Childhood Education	Early Childhood Education	Direct Instruction	08/02/2016	06/02/2017	\$289085	Michelle Sharp PreSchool Teachers
Total					\$299755	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Kick-Off	Parents and students introduction to classrooms, teachers, and health screenings	Parent Involvement	07/18/2016	07/22/2016	\$200	Catherine Webb
Total					\$200	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
analyze student achievement	An team of teachers and administrators will analyze student achievement by gap groups on MAP and benchmark assessments	Policy and Process	08/02/2016	06/01/2017	\$0	teachers and administrators
Intervention Strategies	Intervention strategies will be matched to individual student needs. Progress monitoring will occur with MAP as well as other assessments. Intervention strategies will include MOBY MATH, Math In Focus interventions, math manipulatives	Policy and Process	08/02/2016	06/02/2017	\$0	Regular and special education staff. School level administrators
Interventions and Supports	Teachers and Administrators will identify and analyze current supports, structures, and interventions being used to support this group and implement additional resources and supports when needed.	Academic Support Program	08/02/2016	06/02/2017	\$0	Regular and special needs instructional staff, building level administrators , and Central Office staff
Equitable Distribution	Administrators and teachers will work together to place gap and novice students with the most highly qualified and effective teachers	Policy and Process, Recruitment and Retention	08/02/2016	06/02/2017	\$0	administrators and teachers in all buildings K-12
Student Opportunities for Involvement	Teachers are supported to either sponsor an extracurricular club or coach an activity in order to provide multiple opportunities for students to be involved in extracurricular activities. Also we will offer a Work Ready Certificate that will enable students to be ready for the world of work and have priority hiring at our local businesses and industries.	Behavioral Support Program, Academic Support Program	08/01/2016	06/02/2017	\$0	School administration , counselors, and staff
Attendance Support	Attendance will be monitored closely with home visits and mediation provided for families whose students have more than 6 unexcused absences. Further steps will be taken through legal options for those families whose students continue to be truant.	Behavioral Support Program	05/02/2016	06/02/2017	\$0	School Administration , Counseling, and staff
Professional Learning Communities /Teams	Ainsley Rose, an educational consultant, will work with our administrators and teachers to help improve the PLC process that includes , RTI and other interventions, curriculum alignment, and professional learning	Professional Learning, Academic Support Program	05/09/2016	06/02/2017	\$15000	All administrators , district administrators

Comprehensive District Improvement Plan

Bardstown Independent

Homeless Student Support	Katherine Webb will notify students and their families to offer support so that there are fewer barriers for them to attend school and fully participate in their education.	Other	08/02/2016	06/02/2017	\$2999	Katherine Webb
Total					\$17999	

Bardstown Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Kick-Off	Parents and students introduction to classrooms, teachers, and health screenings	Parent Involvement	07/18/2016	07/22/2016	\$200	Catherine Webb
Curriculum Refinement of Reading Program	Teachers will work in PLC's to determine best instructional tools to be used in reading instruction.	Direct Instruction	08/02/2016	06/02/2017	\$6000	Michelle Ryan, Natalie Kiser, Paul Bowling, Michelle Spalding
Global competency/World Language First Year Implementation	Teachers and Administrators will evaluate the standards and indicators for Global Competency/World Language Programs and continue implementing them during the 2016-17 school year.	Professional Learning	08/02/2016	06/02/2017	\$500	teachers and administrators in grades K-8
Professional Development and Learning	Spanish teachers and social studies teachers will attend training to learn how to implement global competency/world language curriculum across the disciplines	Professional Learning	09/28/2015	05/31/2016	\$500	spanish teachers, social studies teachers
school policy that promotes physical activity during the instructional day	Members of the BPS and BES Health Councils will write a policy that encourages 30 minutes of physical activity during the instructional day	Policy and Process	08/02/2016	06/02/2017	\$0	Health Council members and administrators from BES and BPS
professional development	All health and PE teachers will attend professional development provided by the state on such as S.H.A.P.E. Alliance for a Healthier Generation, etc. each year	Professional Learning	08/02/2016	06/02/2017	\$1000	Health and Physical Education teachers in grades K-12
Individualized Learning Systems	Technology and Teacher-based Academic Support Programs of Lexia, Reading Plus, Dreambox, and IXL	Technology, Academic Support Program	08/08/2016	05/08/2017	\$25408	School Admin and staff
Full Day Kindergarten	All Kindergarten students will receive a full day of instruction in reading, math, social studies, science, physical education, and arts and humanities.	Academic Support Program	08/01/2016	06/02/2017	\$388103	School Administration and teachers

Comprehensive District Improvement Plan

Bardstown Independent

Parental Involvement	Parental Involvement. Opportunities for parents whose students scored below the 20th percentile to participate in summer activities. Money spent on summer reading for incoming K students. Two math and reading nights with take-home math and reading kits.	Behavioral Support Program, Academic Support Program	08/02/2016	06/02/2017	\$6871	School administration and teachers
ABRI	Collaboration with ABRI (Academic and Behavior Response to Intervention) at the Primary, Elementary, and Middle School to increase effective support systems for student behavior and teacher responses.	Behavioral Support Program	08/02/2016	06/02/2017	\$0	School Administration, teachers, and ABRI staff
Brigance Analysis	Following the release of Brigance data, BECEC administration will obtain individualized Brigance scores from the primary school. Responses will be analyzed to determine areas of weakness in instruction at BECEC, and weak areas will be addressed	Professional Learning	12/12/2016	06/02/2017	\$0	BECEC staff, BPS administration, and BECEC administrator
Total					\$428582	

Bardstown Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions and Supports	Current supports and interventions will be identified and analyzed with added resources and supports applied when needed	Academic Support Program	08/02/2016	06/02/2017	\$0	Regular education and special education staff, building level administrators, and Central office administrators
Best Practice	Students and intervention strategies will be matched and implemented. Students will be read to on the KPREP test if IEP so states.	Academic Support Program	08/02/2016	06/02/2017	\$0	Special needs instructors, regular education staff members, building level administrators, Building Assessment Coordinator

Comprehensive District Improvement Plan

Bardstown Independent

Persistence to Graduation Tool	Potential drop-outs will be identified using the Persistence to Graduation Tool. Supports, interventions, and recruitment to specific career pathways will be given to these students.	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0	Guidance counselors, building level administrators, and CTE instructors at the middle and high schools.
Guidance on goal setting	Teachers, counselors, and building level administrators will provide information on career pathways offered at Bardstown High School beginning in 6th grade. Signs with information on the career pathways are placed in the hallways of the high school as a frequent reminder. Counseling sessions are also provided for goal setting and scheduling of classes.	Career Preparation/Orientation	08/02/2016	06/02/2017	\$0	middle and high school teachers, middle and high school counselors, CTE teachers, building level principals
Global competency/World Language First Year Implementation	Teachers and Administrators will evaluate the standards and indicators for Global Competency/World Language Programs and continue implementing them during the 2016-17 school year.	Professional Learning	08/02/2016	06/02/2017	\$500	teachers and administrators in grades K-8
Professional Development and Learning	Spanish teachers and social studies teachers will attend training to learn how to implement global competency/world language curriculum across the disciplines	Professional Learning	09/28/2015	05/31/2016	\$500	spanish teachers, social studies teachers
Promotion of Physical Activity	Middle and high school Physical Education Teachers will promote 5 K and other physical activity events so that more of their students will participate. This is to encourage students to exercise as part of their lifelong habits that promote health and wellness.	Extra Curricular	08/02/2016	06/02/2017	\$0	Josh Hartlage, Brad Hill, Jeremy Dale, Crystal Brothers, and Amber Taylor.
professional development	All health and PE teachers will attend professional development provided by the state on such as S.H.A.P.E. Alliance for a Healthier Generation, etc. each year	Professional Learning	08/02/2016	06/02/2017	\$1000	Health and Physical Education teachers in grades K-12
Reading Plus	Reading Plus with direct instruction	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$20000	Ryan Clark, Melissa Taylor, teachers, and Jeff Morning

Comprehensive District Improvement Plan

Bardstown Independent

Advance Kentucky	Teachers in the middle and high schools will attend training in Laying the Foundation (Advance Kentucky) as well as other AP course trainings in order to increase rigor in instruction as well as supports systems for all students.	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$11450	Ryan Clark, Chris Pickett, middle and high school teachers
Individualized Learning Systems	Technology and Teacher-based Academic Support Programs of Lexia, Reading Plus, Dreambox, and IXL	Technology, Academic Support Program	08/08/2016	05/08/2017	\$25408	School Admin and staff
Virtual Learning Opportunities	Students in grades 11 and 12 identified from the persistence to graduation tool on Infinite Campus are provided opportunities for credit recovery and earning credits through virtual learning.	Behavioral Support Program, Technology, Academic Support Program	05/02/2016	06/02/2017	\$6000	School Administration, Counselors, and staff.
Behavioral Support Program	Students in grades 3-12 will be identified to be placed in the PASS program. Specific behavior plans are created for the students with social skills instruction provided as well as progress monitoring their behavior.	Direct Instruction	08/01/2016	06/02/2017	\$0	School Administration, Counselor, Staff
ABRI	Collaboration with ABRI (Academic and Behavior Response to Intervention) at the Primary, Elementary, and Middle School to increase effective support systems for student behavior and teacher responses.	Behavioral Support Program	08/02/2016	06/02/2017	\$0	School Administration, teachers, and ABRI staff
Total					\$64858	

Bardstown High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Persistence to Graduation Tool	Potential drop-outs will be identified using the Persistence to Graduation Tool. Supports, interventions, and recruitment to specific career pathways will be given to these students.	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0	Guidance counselors, building level administrators, and CTE instructors at the middle and high schools.
Interventions and Supports	Teachers and Administrators will identify and analyze current supports, structures, and interventions being used to support this group and implement additional resources and supports when needed.	Academic Support Program	08/02/2016	06/02/2017	\$0	Teachers, counselors, and building level administrators

Comprehensive District Improvement Plan

Bardstown Independent

Guidance on goal setting	Teachers, counselors, and building level administrators will provide information on career pathways offered at Bardstown High School beginning in 6th grade. Signs with information on the career pathways are placed in the hallways of the high school as a frequent reminder. Counseling sessions are also provided for goal setting and scheduling of classes.	Career Preparation/Orientation	08/02/2016	06/02/2017	\$0	middle and high school teachers, middle and high school counselors, CTE teachers, building level principals
Curriculum Refinement of High School Math	Teachers will evaluate lessons and assessments to determine congruency with End of Course standards and provide more timely math interventions	Professional Learning, Direct Instruction	08/02/2016	06/02/2017	\$2500	Math instructors
Professional Development and Learning	Spanish teachers and social studies teachers will attend training to learn how to implement global competency/world language curriculum across the disciplines	Professional Learning	09/28/2015	05/31/2016	\$500	spanish teachers, social studies teachers
Promotion of Physical Activity	Middle and high school Physical Education Teachers will promote 5 K and other physical activity events so that more of their students will participate. This is to encourage students to exercise as part of their lifelong habits that promote health and wellness.	Extra Curricular	08/02/2016	06/02/2017	\$0	Josh Hartlage, Brad Hill, Jeremy Dale, Crystal Brothers, and Amber Taylor.
professional development	All health and PE teachers will attend professional development provided by the state on such as S.H.A.P.E. Alliance for a Healthier Generation, etc. each year	Professional Learning	08/02/2016	06/02/2017	\$1000	Health and Physical Education teachers in grades K-12
IXL	teachers will work with identified students on improving math skills using IXL	Tutoring, Academic Support Program	08/02/2016	06/02/2017	\$6352	Chris Pickett, Aaron Boggs, teachers, Kim Case
Cambridge ACT Prep	All students in grades 9-11 will receive instruction using the Cambridge ACT preparation curriculum, take practice ACT assessments, and be given interventions using assessment data	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$16000	Chris Pickett, Aaron Boggs, English, science, social studies, and math teachers
Work Keys Preparation	CTE teachers will work on intentionally preparing students for the Workkeys Assessment during their regular instruction	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$0	CTE teachers, Chris Pickett, Kim Case, Belinda Hodges, and Aaron Boggs

Comprehensive District Improvement Plan

Bardstown Independent

Advance Kentucky	Teachers in the middle and high schools will attend training in Laying the Foundation (Advance Kentucky) as well as other AP course trainings in order to increase rigor in instruction as well as supports systems for all students.	Tutoring, Academic Support Program, Direct Instruction	08/02/2016	06/02/2017	\$11450	Ryan Clark, Chris Pickett, middle and high school teachers
Individualized Learning Systems	Technology and Teacher-based Academic Support Programs of Lexia, Reading Plus, Dreambox, and IXL	Technology, Academic Support Program	08/08/2016	05/08/2017	\$25408	School Admin and staff
Virtual Learning Opportunities	Students in grades 11 and 12 identified from the persistence to graduation tool on Infinite Campus are provided opportunities for credit recovery and earning credits through virtual learning.	Behavioral Support Program, Technology, Academic Support Program	05/02/2016	06/02/2017	\$6000	School Administration, Counselors, and staff.
Behavioral Support Program	Students in grades 3-12 will be identified to be placed in the PASS program. Specific behavior plans are created for the students with social skills instruction provided as well as progress monitoring their behavior.	Direct Instruction	08/01/2016	06/02/2017	\$0	School Administration, Counselor, Staff
individual learning	Monitoring, interventions, and progress monitoring	Academic Support Program	08/02/2016	06/02/2017	\$0	Heidi Ahern, Hunter Ballard, and other math instructors
NISL	National Institute for School Leadership	Professional Learning	08/02/2016	06/02/2017	\$0	BHS Principal and BES Principal
Total					\$69210	

Bardstown Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Refinement of Reading Program	Teachers will work in PLC's to determine best instructional tools to be used in reading instruction.	Direct Instruction	08/02/2016	06/02/2017	\$6000	Michelle Ryan, Natalie Kiser, Paul Bowling, Michelle Spalding
Global competency/World Language First Year Implementation	Teachers and Administrators will evaluate the standards and indicators for Global Competency/World Language Programs and continue implementing them during the 2016-17 school year.	Professional Learning	08/02/2016	06/02/2017	\$500	teachers and administrators in grades K-8

Comprehensive District Improvement Plan

Bardstown Independent

Professional Development and Learning	Spanish teachers and social studies teachers will attend training to learn how to implement global competency/world language curriculum across the disciplines	Professional Learning	09/28/2015	05/31/2016	\$500	spanish teachers, social studies teachers
school policy that promotes physical activity during the instructional day	Members of the BPS and BES Health Councils will write a policy that encourages 30 minutes of physical activity during the instructional day	Policy and Process	08/02/2016	06/02/2017	\$0	Health Council members and administrators from BES and BPS
professional development	All health and PE teachers will attend professional development provided by the state on such as S.H.A.P.E. Alliance for a Healthier Generation, etc. each year	Professional Learning	08/02/2016	06/02/2017	\$1000	Health and Physical Education teachers in grades K-12
Individualized Learning Systems	Technology and Teacher-based Academic Support Programs of Lexia, Reading Plus, Dreambox, and IXL	Technology, Academic Support Program	08/08/2016	05/08/2017	\$25408	School Admin and staff
Behavioral Support Program	Students in grades 3-12 will be identified to be placed in the PASS program. Specific behavior plans are created for the students with social skills instruction provided as well as progress monitoring their behavior.	Direct Instruction	08/01/2016	06/02/2017	\$0	School Administration, Counselor, Staff
NISL	National Institute for School Leadership	Professional Learning	08/02/2016	06/02/2017	\$0	BHS Principal and BES Principal
ABRI	Collaboration with ABRI (Academic and Behavior Response to Intervention) at the Primary, Elementary, and Middle School to increase effective support systems for student behavior and teacher responses.	Behavioral Support Program	08/02/2016	06/02/2017	\$0	School Administration, teachers, and ABRI staff
Total					\$33408	

Bardstown Early Childhood Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood Education	Early Childhood Education	Direct Instruction	08/02/2016	06/02/2017	\$289085	Michelle Sharp PreSchool Teachers
Ericsson Early Math and Zoophonics	preschool teachers will refine the pacing guide for Erickson Early Math and fully implement with all preschoolers	Direct Instruction	01/03/2017	06/01/2018	\$0	Preschool teachers and administrator

Comprehensive District Improvement Plan

Bardstown Independent

Zoophonics Pilot	BECEC staff will analyze results of the Zoo Phonics pilot in two of the four-year-old classrooms where it is currently being piloted. If successful, this program will be expanded to include all four-year-old classrooms. If not successful, a second research based program will be piloted.	Direct Instruction	01/02/2017	06/02/2017	\$5000	BECEC instructors and administrator
PLC developments	Teachers will work in PLC teams to develop common assessments, analyze student data, and share instructional strategies	Professional Learning	08/02/2016	06/02/2017	\$0	BECEC teachers and administrator
Early entry for at-risk three year olds	Students who would qualify for "at-risk" as a four-year-old will be invited to start preschool a year early to allow two full years of kindergarten readiness activities	Direct Instruction	08/02/2017	06/01/2018	\$25000	BECEC staff and administrator
Academic Interventions	Preschool staff will maintain a listing of skills that should be mastered per quarter during the four-year old year. If students do not display mastery, they will be tutored one-on-one in those specific skills areas by classified staff as they have time available.	Academic Support Program	08/02/2016	06/02/2017	\$0	BECEC staff and administrator
Name and Claim	At the end of the first semester, teachers will identify students who are not expected to be "ready" for the next level- either the four-year-old program or kindergarten. The classroom teaching team will develop a list of specific ways in which they will target "readiness" with these students and implement throughout each school day.	Academic Support Program	08/02/2016	06/02/2017	\$0	BECEC staff and administrator
Brigance Analysis	Following the release of Brigance data, BECEC administration will obtain individualized Brigance scores from the primary school. Responses will be analyzed to determine areas of weakness in instruction at BECEC, and weak areas will be addressed	Professional Learning	12/12/2016	06/02/2017	\$0	BECEC staff, BPS administration, and BECEC administrator
Lending Library	All pre-school students will have access to our Lending Library which provides age appropriate, dialogic reading kits for families to check out and take home weekly.	Parent Involvement	08/02/2016	06/02/2017	\$800	BECEC staff, support staff, and administrator
Monthly Calendars for Home	Four-year-old teachers will provide monthly calendars to families in which each days lists a kindergarten readiness skill to practice. These activities will take under five minutes and will be family friendly	Parent Involvement	08/02/2016	06/02/2017	\$0	BECEC staff and administrator
Parent Nights	Families will be encourages to attend quarterly Parent Nights at preschool that will engage children and parent in learning activities that can be carried over the the home setting.	Parent Involvement	10/24/2016	06/02/2017	\$0	BECEC staff and administrator
Total					\$319885	

Bardstown Alternative School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Bardstown Independent

Virtual Learning Opportunities	Students in grades 11 and 12 identified from the persistence to graduation tool on Infinite Campus are provided opportunities for credit recovery and earning credits through virtual learning.	Behavioral Support Program, Technology, Academic Support Program	05/02/2016	06/02/2017	\$6000	School Administration, Counselors, and staff.
Behavioral Support Program	Students in grades 3-12 will be identified to be placed in the PASS program. Specific behavior plans are created for the students with social skills instruction provided as well as progress monitoring their behavior.	Direct Instruction	08/01/2016	06/02/2017	\$0	School Administration, Counselor, Staff
Total					\$6000	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	N/A	This is no longer required.	

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Comprehensive District Improvement Plan

Bardstown Independent

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Comprehensive District Improvement Plan

Bardstown Independent

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Comprehensive District Improvement Plan

Bardstown Independent

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Comprehensive District Improvement Plan

Bardstown Independent

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	N/A		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	N/A	All of our teachers are highly qualified	

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

Comprehensive District Improvement Plan

Bardstown Independent

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

BCS will increase proficiency in our non-duplicated gap in reading and math by population to 65% by 2018.

Measurable Objective 1:

34% of Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency on the 2014 KPREP test in English Language Arts by 06/02/2017 as measured by The School Report Card.

Strategy1:

Best Practice - Teachers will use intervention strategies that best meet the needs of the individual students. They will monitor the progress of the gap students using MAP as well as other teacher made assessments. They will also be sure to read to the students on the KPREP assessment if their IEP so states.

Category:

Research Cited:

Activity - Best Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and intervention strategies will be matched and implemented. Students will be read to on the KPREP test if IEP so states.	Academic Support Program	08/13/2012	06/05/2014	\$0 - No Funding Required	Special needs instructors, regular education staff members, building level administrators, Building Assessment Coordinator

Measurable Objective 2:

55% of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 06/02/2017 as measured by 2014 KPREP test.

Strategy1:

Academic Support - Identification of current supports and structures that are being used will be analyzed. Additional resources and interventions will be utilized as outlined in the Kentucky Continuous Monitoring Process.

Category:

Research Cited:

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Activity - Interventions and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Current supports and interventions will be identified and analyzed with added resources and supports applied when needed	Academic Support Program	02/04/2013	06/05/2014	\$0 - No Funding Required	Regular education and special education staff, building level administrators, and Central office administrators

Measurable Objective 3:

44% of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in math in Mathematics by 06/02/2017 as measured by the school report card.

Strategy1:

Interventions and Supports - Identification of current supports and interventions being used with additional resources and interventions (found in the Evidence Based Strategies Toolkit)incorporated when needed.

Category:

Research Cited:

Activity - Interventions and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will identify and analyze current supports, structures, and interventions being used to support this group and implement additional resources and supports when needed.	Academic Support Program	02/04/2013	05/30/2014	\$0 - No Funding Required	Regular and special needs instructional staff, building level administrators, and Central Office staff

Measurable Objective 4:

50% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the 2017 KPREP Test in Mathematics by 05/30/2014 as measured by school report card.

Strategy1:

Best Practice - Regular education and special education teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Category:

Research Cited:

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention strategies will be matched to individual student needs. Progress monitoring will occur with MAP as well as other assessments. Intervention strategies will include MOBY MATH, Math In Focus interventions, math manipulatives	Policy and Process	02/04/2013	05/30/2014	\$0 - No Funding Required	Regular and special education staff. School level administrators

Measurable Objective 5:

52% of Tenth and Eleventh grade Black or African-American, Economically Disadvantaged, Students with Disabilities, English Learners and

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Two or More Races students will increase student growth to perform at proficiency in Mathematics by 06/02/2017 as measured by 2017 End of Course Exam in mathematics.

Strategy1:

individual learning - Students will be monitored by common benchmark assessments, identified for remediation and interventions and tutored by direct instruction as well as individualized virtual mathematical tools.

Category: Integrated Methods for Learning

Research Cited:

Activity - individual learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring, interventions, and progress monitoring	Academic Support Program	08/02/2016	06/02/2017	\$0 - No Funding Required	Heidi Ahern, Hunter Ballard, and other math instructors

Measurable Objective 6:

59% of Tenth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the 2014 End of Course exam for English 10 in English Language Arts by 06/02/2017 as measured by The School Report Card.

Strategy1:

Supports and Interventions - Identification of current supports and interventions being used with additional resources and interventions (found in the Evidence Based Strategies Toolkit)incorporated when needed. Students will work in small groups to work on skills.

Category:

Research Cited:

Activity - Interventions and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will identify and analyze current supports, structures, and interventions being used to support this group and implement additional resources and supports when needed.	Academic Support Program	08/13/2012	05/30/2014	\$0 - No Funding Required	Teachers, counselors, and building level administrators

Measurable Objective 7:

5% of All Students will increase student growth to perform at grade level in Reading by 06/01/2017 as measured by Measures of Academic Progress for grades K-8.

Strategy1:

Homeless - Specific support for homeless students that are at risk.

Category: Early Learning

Research Cited:

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Activity - Homeless Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Katherine Webb will notify students and their families to offer support so that there are fewer barriers for them to attend school and fully participate in their education.	Other	08/02/2016	06/02/2017	\$2999 - Title I Part A	Katherine Webb

Strategy2:

Full Day Kindergarten - All Kindergarten students will receive a full day of instruction in reading, math, social studies, science, physical education, and arts and humanities.

Category: Learning Systems

Research Cited:

Activity - Full Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will receive a full day of instruction in reading, math, social studies, science, physical education, and arts and humanities.	Academic Support Program	08/01/2016	06/02/2017	\$388103 - Title I School Improvement (ISI)	School Administration and teachers

Strategy3:

Parental Involvement - To increase parental involvement to better support learners.

Category: Human Capital Management

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental Involvement. Opportunities for parents whose students scored below the 20th percentile to participate in summer activities. Money spent on summer reading for incoming K students. Two math and reading nights with take-home math and reading kits.	Behavioral Support Program Academic Support Program	08/02/2016	06/02/2017	\$6871 - Title I Part A	School administration and teachers

Measurable Objective 8:

52% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the 2017 KPREP Test in English Language Arts by 06/02/2017 as measured by the school report card.

Strategy1:

Best Practice - Analyze student achievement by gap groups, relative to state (KPREP, EPAS) and district and school assessment systems.

Category:

Research Cited:

Activity - analyze student achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An team of teachers and administrators will analyze student achievement by gap groups on MAP and benchmark assessments	Policy and Process	02/04/2013	06/02/2014	\$0 - No Funding Required	teachers and administrators

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Strategy2:

Professional Learning Communities /Teams - Teachers in Pre-K through grade 12 will participate in a professional learning community or team, focusing on the Bardstown Commitment to Success, and are will perform at or above the fully functioning level.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities /Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ainsley Rose, an educational consultant, will work with our administrators and teachers to help improve the PLC process that includes , RTI and other interventions, curriculum alignment, and professional learning	Academic Support Program Professional Learning	05/09/2016	06/02/2017	\$15000 - Title II Part A	All administrators, district administrators

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

Non-Academic initiatives will be evaluated and show measurable improvement toward a more successful support program.

Measurable Objective 1:

collaborate to promote student participation in community/outside the school day physical activity events by 06/02/2017 as measured by class notes (from discussion), bulletin boards with information about physical events, and take home flyers.

Strategy1:

Promotion of Physical Activity - Physical Education teachers at the high school and middle school will promote physical activities available for middle and high school students so to encourage life long exercise.

Category: Other - Health and Wellness

Research Cited:

Activity - Promotion of Physical Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle and high school Physical Education Teachers will promote 5 K and other physical activity events so that more of their students will participate. This is to encourage students to exercise as part of their lifelong habits that promote health and wellness.	Extra Curricular	08/02/2016	06/02/2017	\$0 - No Funding Required	Josh Hartlage, Brad Hill, Jeremy Dale, Crystal Brothers, and Amber Taylor.

Measurable Objective 2:

collaborate to Improve the high school Global Competency/World Language program by 05/31/2016 as measured by the standards and indicators of the Global Competency /World Language Program Review.

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Strategy1:

Professional Development and Learning - Spanish teachers and Social Studies teachers will collaborate to learn how to implement Global Competency/World Language standards across disciplines.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spanish teachers and social studies teachers will attend training to learn how to implement global competency/world language curriculum across the disciplines	Professional Learning	09/28/2015	05/31/2016	\$500 - Title II Part A	spanish teachers, social studies teachers

Measurable Objective 3:

collaborate to implement the District Health and Wellness Policy by 06/02/2017 as measured by K-5 school policy that promotes 30 minutes of physical activity during the instructional day and student participation in out of school physical activity events in grades 6-12.

Strategy1:

professional development - All health and physical education teachers will attend at least one professional development training every year

Category: Professional Learning & Support

Research Cited:

Activity - professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All health and PE teachers will attend professional development provided by the state on such as S.H.A.P.E. Alliance for a Healthier Generation, etc. each year	Professional Learning	08/02/2016	06/02/2017	\$1000 - Other	Health and Physical Education teachers in grades K-12

Strategy2:

School policy - Members of the school health councils at the Bardstown Primary School and Bardstown Elementary School will write a site base policy that encourages at least 30 minutes of physical activity during the instructional day.

Category: Other - Health and Wellness

Research Cited:

Activity - school policy that promotes physical activity during the instructional day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the BPS and BES Health Councils will write a policy that encourages 30 minutes of physical activity during the instructional day	Policy and Process	08/02/2016	06/02/2017	\$0 - No Funding Required	Health Council members and administrators from BES and BPS

Measurable Objective 4:

collaborate to improve implementation and efficacy the Global Competency/World Language Program in grades K-12 by 06/02/2017 as measured by Data obtained using Global Competency/World Language Program Review standards and indicators.

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Strategy1:

Implementation - Administrators and teachers will work together to continue implementing the Global Competency/World Language Program in grades K-8.

Category: Professional Learning & Support

Research Cited:

Activity - Global competency/World Language First Year Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will evaluate the standards and indicators for Global Competency/World Language Programs and continue implementing them during the 2016-17 school year.	Professional Learning	08/02/2016	06/02/2017	\$500 - General Fund	teachers and administrators in grades K-8

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

The Bardstown Independent School District campuses are located on North Fifth Street and Templin Avenue, not far from historic downtown Bardstown. The , elementary, middle, and high schools are currently located on one campus. The Primary school, an innovative educational facility designed especially for kindergarten through second grade, and the Early Childhood Center are located on Templin Avenue. The District is able to create three grade levels per school and four in the high school: K-2 in Primary, 3-5 in Elementary, 6-8 in Middle and 9-12 in High School. This grade level configuration is designed to keep our enrollment of our schools around 500-600 students even though we are above that at this point. Plans are now in progress to build another school that will help keep our enrollment at optimal levels by housing grades 2 and 3. The District's extended campus includes the Alternative School at Cox's Creek.

Bardstown Independent School District has experienced unprecedented growth in recent years. Over the past five years, the system has grown at an annual rate of about five percent. We opened the 2015-16 school year with a record enrollment of over 2800 students in grades pre-kindergarten through 12. Not only has the last decade been a time of rapid growth for Bardstown City Schools, but also a time of great innovation. Technology has been a top priority for the district with many of our classrooms using SMART boards, Promethean slates, and IPADs. The District, schools, and all teachers have their own website. Internet access and e-mail are available to all students.

Our demographics include 71.7% Caucasian, 17.4% African-American, 5% Hispanic, and 1.6% Asian. Slightly more than 63% of our students live in low-income households. We have experienced a more transient population over the past three years that has provided more challenges to us. This year we have a record high of 64 students requiring EL support with seven different languages being spoken by our students as their primary language (in the past we have dealt with Spanish and Japanese).

We strive to employ a diverse instructional staff to mirror our diverse student population. We attend several Job Fairs at neighboring universities to actively recruit their best teacher applicants especially those who reflect our demographics. We also strive to ensure that our most experienced teachers are working with our most challenging students.

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System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

In service to our community, which is rich in history and diverse in scope, the Bardstown City Schools offer our students the opportunity for life-long learning through a meaningful and challenging teaching environment. Our mission is to help our students realize their dreams for a rewarding and productive life by promoting the continuing pursuit of knowledge, the development of critical thinking skills, and the nurturing of values - all of which are essential to their success as citizens in the global village of the 21st century.

Bardstown Independent School District believes that all students can learn and learn at high levels if given enough time. Because of this belief the district was one of Kentucky's first districts to adopt a year-round calendar. The calendar alternates nine weeks of instruction with two-week breaks and a seven-week summer break. After almost two decades of using this calendar, the academic results continue to be positive. A week of intersession during each break allows students to improve grades, work on skills or take enrichment courses, which provide opportunities to expand learning through a variety of experiences. Leadership enhancement, environmental camps, music and art instruction, and literature studies are but a few of the opportunities afforded students who attend intersession.

The year-round education calendar also allowed child care services to grow. The district now offers a high quality and educational childcare for communities' children in kindergarten through the fourth grade during intersessions, after school and during summer breaks.

We strive to prepare all students to be college and/ or career ready. Academic progress monitoring begins in kindergarten and continues through the ninth grade utilizing Measures of Academic Progress (MAP) a Universal Screener that is given at least three times a year.

Students are identified by this tool and are given support and interventions to improve their academic achievement. The Cambridge EXPLORE and ACT preparatory is used in our middle and high schools beginning in seventh grade and continuing through grade 11.

Members of our community participate in Operation Preparation in both our middle and high schools in March of each year. Bardstown High School faculty and staff continuously monitor college preparedness beginning in the ninth grade that includes one-on-one student and parent conferences held several times a year. Our high school also offers 13 Advanced Placement Courses and has developed a very effective pre-AP program that has increased the number of students taking the test as well as being successful on the test .

Our student success rate exceeds the state rate in graduation and attendance and is below the state rate in drop-out and retention. We are also above the state percentage of students who attend college.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Bardstown Independent School District strives to meet the needs of our diverse population. We embrace our students' ethnic, racial, and socioeconomic differences and provide a nurturing and welcoming environment to all. The Bardstown Independent School District utilizes an instructional model that challenges and supports all students regardless of ability.

Bardstown High School was recognized by the US News and World Report magazine as one of the top 30 high schools (2007- 2014) and one of the top 25 high schools (2015) in Kentucky based on the academic accomplishments of our diverse student population. Even with that accolade we know that we must continue to bridge the academic gap in student achievement in grades K-12 especially in reading, writing and math.

The Bardstown Independent School District has always provided an exemplary Arts and Humanities curriculum. We provide vocal music instruction beginning in Kindergarten through high school, instrumental instruction (strings) beginning in third grade, other instrumental instruction beginning in kindergarten, visual arts instruction in grades K-12, and drama (co-curricular) grades K-12. Several of our high school students are selected as All-State members in vocal and in instrumental music. Our vocal music instructor was named Kentucky Music Educator Association's "Teacher of the Year" in 2013. An award-winning drama department has brought considerable recognition to Bardstown High School. The drama program is a perennial award winner in the Kentucky Theater Association and in the Kentucky High School Speech League's competitions. The Speech and Drama teams in middle and high school consistently send students to the state competition.

The Bardstown Independent School System believes that students should be well-rounded as well as learn to work collaboratively in settings outside the instructional day. We provide several after school co-curricular and extra-curricular clubs beginning in our primary grades and have over 25 extra-curricular and co-curricular clubs in our high school. Academic Teams in both the middle and high schools are always among the top in our district and region. Our Future Business Leaders of America place yearly at the state level and have sent several students to the national competitions over the past 5 years.

Our district prides itself on providing opportunities for athletic development and team sports. We have a very diverse offering of team sports that begin in the middle school and that support Title IX initiatives across the board. We have multiple state championships in several sports (basketball, football, and track) and regularly place in the district and regional competitions in other sports.

The areas of improvement include collaborative teamwork, constructing good assessments, analyzing student work, and implementing best practices. We are focusing on Professional Learning Communities development, assuring that common benchmark assessments are congruent to the common core standards, analyzing test results and adjusting instruction to improve student achievement. We are also in the process of fine-tuning our intervention program with more timely progress monitoring as well as developing enrichment exercise for those who have mastered concepts. Our primary goal is improve the achievement level of all of students and narrow the achievement gap

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our primary and elementary schools are on different campuses and it has been a challenge to work on progression of content and skills but more than ever the teachers and staff of the Bardstown Independent School District are working together to provide vertical articulation of core content, instructional practices as well as seamless transitions as students progress from one building to another. We have developed and are continuing to work as a district -wide PLC that we affectionately call the CIA team (curriculum, instruction, and assessment). We are using the same Universal Screener (Measures of Academic Progress, M.A.P) in grades K-9 that will provide a systematic and common assessment so that students can be continuously evaluated as they progress from K-9. This interim assessment data is providing much needed information for designing interventions for those students below grade level in skill development.

The primary and elementary teachers are using Math In Focus (Singapore Math) as our basal math program in grades K-5 will help to improve student achievement. In 2014-15 we adopted the Reading Street basal reading program and are seeing great improvements in student math and reading achievement in grades K-5.

We are also continuously improving our Professional Learning Community development with data analysis of common assessments (congruent to Kentucky Academic Standards), special focus on interventions to assure that we are using research based instructional tools, and that we are frequently monitoring the achievement of those students identified for interventions. We are also working on enrichments for those students who have mastered concepts making sure that they are challenged and grow as well.