

## 2019-20 Phase Three: BCS Executive Summary

2019-20 Phase Three: Executive Summary for Districts

**Bardstown Independent**

Ryan Preston Clark  
308 N. Fifth Street  
Bardstown, Kentucky, 40004  
United States of America

Target Completion Date: 01/01/2020

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## 2019-20 Phase Three: Executive Summary for Districts

### 2019-20 Phase Three: Executive Summary for Districts

#### Description of the District

Describe the district'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 district 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 has created schools with three grade levels with the exception of the high school, which has four: 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 the 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 Bardstown Alternative School, located about a mile from the main campus at 1345 Templin Avenue, the location of the proposed new school. Opening enrollment for our school district for this school year was 2,768. This included 2,460 in grades K – 12 and 308 in preschool. Access to instruction-based technology has been a top priority for the district. SMART boards, Promethean slates, and IPADs are used on a daily basis. In addition, our students now have access to more than 1,000 Chrome devices. All teachers and students have Microsoft and Google accounts to enhance communication, instruction, collaboration, and production. A new part-time employee, Instructional Technology Coordinator, was added this year to assist teachers with their incorporation of technology into their instruction. Our demographics include 68% Caucasian, 14% African-American, 7% Hispanic, 2% Asian and 9% of 2 or more races. Approximately 60% of our students live in low-income households. We have experienced growth over the past several years with an increasingly transient student population, which has provided us with additional instructional challenges. In addition, we have seen continued growth in the number of students requiring EL support. We currently have 57 students whose primary language is a language other than English. 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.

#### District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district 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. The year-round education calendar also allowed child care services to grow. The district now offers a high quality and educational childcare for our students 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 CASE Benchmark Assessments, a Universal Screener that is given at least three times a year. This tool helps identify students who need additional support and interventions to improve their academic achievement. 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 14 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 district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district 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. Also, the District completed a rigorous accreditation process with AdvancED, the premier accrediting agency in the country. Not only did the District achieve accreditation, Bardstown City Schools scored above the national average of districts attempting accreditation. 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. An award-winning drama department has brought considerable recognition to Bardstown High School. 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. This is the first year for our VEX Robotics Team at the high school and we look forward to their growth and success. In its second year, the Bardstown City Schools S.T.E.A.M. Academy offers a full-day immersion program in science, technology, engineering, arts, and math for qualifying students in grades 4 – 7. The academy instructor also provides an outreach program to acquaint students in preschool – 2nd grade with an introduction to S.T.E.A.M. concepts. 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 exercises for those who have mastered concepts. Our primary goal is to improve the achievement level of all of students and narrow the achievement gap.

#### Additional Information

**Districts Supporting CSI/TSI Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

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#### Additional Information

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

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 19-20 Phase One: Continuous Improvement Diagnostic for BCS

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Bardstown Independent**

Ryan Preston Clark  
308 N. Fifth Street  
Bardstown, Kentucky, 40004  
United States of America

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## 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

### 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

#### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

#### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

#### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review\* Diagnostic

#### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.***

Please enter your name and date below to certify.

Dr. Ryan Clark 08/26/2019

## 19-20 BCS Phase Two: The Needs Assessment for Districts

2019-20 Phase Two: The Needs Assessment for Districts

**Bardstown Independent**

Ryan Preston Clark  
308 N. Fifth Street  
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United States of America

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## 2019-20 Phase Two: The Needs Assessment for Districts

### 2019-20 Phase Two: The Needs Assessment for Districts

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## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Central Office Instructional Leadership meets weekly, School Admin meets monthly with Central Office Admin, School Admin meets weekly in each school, Gold Days are scheduled three times per year based on the completion of release of state and/or local data. PLCs meet at least monthly (most meet weekly) at the school level to review common assessments and positive teaching strategies. All groups continue to utilize the group Google Drive to document meeting notes and next steps.

## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

Our elementary school data has continued to hold close to the same over the past few years. Reading proficiency went down 2.8 points but math went up slightly.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Three: BCS Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

**Bardstown Independent**

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308 N. Fifth Street  
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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

#### Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attached spreadsheet.

### **ATTACHMENTS**

#### **Attachment Name**

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[2019-2020 BCS Achievement Gap Identification](#)

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

At BPS the majority of students fall into a "gap" category. When each gap sub-category is considered, most students at Bardstown Primary School are at least one of the following: minority, economically disadvantaged (we are a Title 1 school and qualify for 100% free meals), English Language Learners, or have an identified disability. At Bardstown Primary School we work with a full inclusion model of our special needs population. Every student is in a classroom with same age peers at some point during the school day. We have an EL instructor that works with identified students at least weekly. We have 3 Speech and Language Pathologists, 7 Special Needs instructors, 1 Physical Therapist, and a full time Occupational Therapist. We also contract local behavioral health agencies to help meet the mental and emotional needs of our students..The staff at BES works intentionally to plan our improvement processes to help address the GAP groups. With a large percentage of our population falling into one or more gap categories, our GAP population clearly outnumbers our non-GAP population. Our staff also values the importance of being cultural competency trained to better relate to the diverse groups of students.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Bardstown Primary School consists of K, 1st and 2nd grades. As a result, we do not participate in state mandated assessments. For purposes of this diagnostic, I will use the gaps identified on the Bardstown Elementary School Report Card. In the past we have seen gaps begin to develop between our minority groups (specifically African American and Hispanic students) and our non-minority students. We also see a gap between our students with special needs and their non-ECE counterparts. We have not been successful in closing any gaps. Hispanic decreased in reading by 6.6%; in math 6.8% decrease; performing above the state average in both areas. English Language Learners increased in reading by 6.8%; increased in math by 38.9%, performing above the state average in both areas. Two or more races increased in reading by 1.3%, increased in math by 3.2%, performing below the state average in both areas. Free/Reduced increased by 1.8% in reading; 2.\*% decrease in math; performing below the state average in both areas. Disability with IEP decreased by 7% in reading and saw a 3.5% decrease in math; performing below the state average in both areas. African Americans decreased in reading by 8.8%; decreased in math by 5.1%; performing below the state average in both areas.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

At BPS African American Students have shown growth (the gap has decreased) over the past two years. Our Hispanic students are performing at a rate above expected averages. At BES our African American subgroup saw a 6.3% increase in writing and is performing above the state averages. Our Two or more races students had tremendous growth in writing increasing by over 20%. This subgroup is performing well above the state average in writing.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

BPS' greatest gap concern is that of our IEP students. These students that have been identified as Developmentally Delayed typically score lower than their same aged peers. We are currently using the CASE assessment, which measures Kentucky Common Core Standard Mastery. Due to developmental delays, many of our IEP students are not cognitively ready for grade level standards...as a result, they are not performing well on CASE assessment in math or reading. At BES our Hispanic and African American subgroups saw a decrease in reading and math. Although neither group sustained a significant drop in either area, it is a cause for concern.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

BPS has a very high special education population. These students with identified delays, just haven't had enough time yet to "catch up". BPS has worked for several years teaching ECE students in small groups trying to close academic gaps. Some of this group instruction time may have "pulled" students from the common core instruction classmates were receiving. This attempt to close the gap, may have unintentionally led to some missing grade-level content instruction. BES invited the KDE novice reduction trainers in on our Gold Day to provide training in the use of High Yield Strategies and John Hattie. In addition, we used our ESS funds and Title I funds to hire a full-time Reading Interventionist and part-time math interventionist to work with small groups of at-risk students. These student's data and progress are monitored weekly. Several staff members attended a Kagan Strategies Workshop Training to better engage learners, as well as monthly CKEC Content Meetings.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

ECE staff and administration will work to keep special needs students in the general education classroom for KCS instruction as deemed appropriate by IEP's. This will include meetings to create teaching and student schedules. Teachers (general education and special education) will receive co-teaching training through CKSEC. Michelle Ryan-Principal will coordinate scheduling and co-teaching assignments. Natalie Kiser, Assistant Principal, will supervise student placement and ECE teaching schedules. Lance Boston, DOSE, will consult during process and will coordinate training with CKSEC. ECE teachers and identified General Ed co-teachers have participated in co-teaching trainings and will continue to be observed as a follow up to the training. Most of our GAP groups at BES are performing above state average with the exception of students with IEPs and two or more races. There are a multitude of factors that exist, however, the two that I consider being the biggest barriers, are the absence of parent involvement, and lack of staffing

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

The district's plan is two-fold, in the application and training of co-teaching to reduce novices within the disability population and the use of CASE Benchmark assessment to monitor and respond to interventions of this population. The director of special education has worked with Central

Kentucky Educational Cooperative to have multiple trainings and observations in the use of the co-teaching model. The supervisors of instruction have had training and trained staff on the use of Master Connect to implementable CASE Benchmark Assessments. All teachers at BES are involved in this process, mainly through the content and grade level PLC process. We use the GAP template that compares our GAP students to non-GAP students, which shows the effect size of our instructional strategies. Our PLC process, coupled with our RTI and FocusGroup practices are used by all teachers for school-wide improvement.

### III. Planning the Work

#### Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

BPS Combined Students with IEP reading will rise to 17.1% by Oct. 2021. Students with IEPs that have Resource Math will also have Math Instruction in the regular classroom. Students will utilize Lexia Math as an Intervention Program and to practice skills. BES will decrease the achievement GAP of students by increasing math and reading proficiency rates of Students with Disabilities (IEP) to 25% by Oct. 2022. BMS MS proficiency rates of students with IEPs will rise to 22.4% by Oct. 2022. BES/BPS reading proficiency rates of students with IEPs will rise to 25% by Oct. 2022. BHS will decrease the achievement GAP of students by increasing the reading proficiency and distinguished rates to 32.6% for Economically Disadvantaged students and the math proficiency and distinguished rates to 29.3% by Fall of 2022..

#### **ATTACHMENTS**

##### **Attachment Name**

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 [Achievement Gap Goals 19-20](#)

#### Closing the Achievement Gap

- Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
- Step 2: Complete your findings and answers.
- Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attachment

#### **ATTACHMENTS**

##### **Attachment Name**

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 [Achievement Gap Goals 19-20](#)

 [Closing Achievement Gap Summary 19-20](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">2019-2020 BCS Achievement Gap Identification</a>	2019-2020 BCS Achievement Gap Identification	• I
 <a href="#">Achievement Gap Goals 19-20</a>	Achievement Gap Goals 19-20	• III • III
 <a href="#">Closing Achievement Gap Summary 19-20</a>	Closing Achievement Gap Summary 19-20	• III

## 2019-20 Phase Three: BCS Comprehensive Improvement Plan

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

**Bardstown Independent**

Ryan Preston Clark  
308 N. Fifth Street  
Bardstown, Kentucky, 40004  
United States of America

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## 2019-20 Phase Three: Comprehensive Improvement Plan for Districts

### 2019-20 Phase Three: Comprehensive Improvement Plan for Districts

#### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

#### Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *ShIPLEY*, *Baldrige*, etc.).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

#### Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive District Improvement Plan Template

a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).

b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.**

N/A

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">BCS CDIP 19-20</a>	BCS CDIP 19-20	•

## 19-20 Phase Two: District Assurances BCS

2019-20 Phase Two: District Assurances

**Bardstown Independent**

Ryan Preston Clark  
308 N. Fifth Street  
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United States of America

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## 2019-20 Phase Two: District Assurances

### 2019-20 Phase Two: District Assurances

## Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- Yes**
- No
- N/A

2. Pursuant to Section 1116(a)(3)(B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- Yes**
- No
- N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- Yes**
- No
- N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- Yes**
- No
- N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- Yes**
- No

N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

**Yes**

No

N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

**Yes**

No

N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

**Yes**

No

N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

**Yes**

No

N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

**Yes**

No

N/A

## Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes**
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes
- No
- N/A**

## All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

## Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- Yes**
- No
- N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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