



KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

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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.

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?

Bowling Green Independent Schools is an inner city school district serving 3984 students in grades K-12 and 89 preschool students. The district includes five K-5 elementary schools, one middle school, one high school, and one alternative school. Additionally, the district provides educational services for the Warren Regional Juvenile Justice Center and the Children's Crisis Stabilization Unit.

The Bowling Green/Warren County community includes about 100,000 citizens. Bowling Green Independent Schools is located in the center of the city of Bowling Green with close proximity to Western Kentucky University. The district has been in existence for over 100 years. Our School Board and our community have high expectations for educational outcomes for our students.

Bowling Green Independent Schools is one of the most diverse school districts in the state of Kentucky. Districtwide, 64.83% of our students are eligible for free or reduced lunch. In four of our schools, Bowling Green Junior High, T.C. Cherry Elementary, Parker Bennett Curry Elementary, and Dishman McGinnis Elementary, 100% of our students receive free breakfast and lunch through the community Eligibility Option. Additionally, the district is quite linguistically and ethnically diverse. Eleven percent of our students are learning English as a second language as the master Kentucky's Core Academic Standards. Forty three percent of our students represent traditional minority ethnic groups.

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.

The purpose and vision of Bowling Green Independent Schools is captured by its Mission Statement as follows: Building on a tradition of excellence, Bowling Green Schools lead the way in education for all.

We believe that expectations influence results. Additionally, we believe that excellence is worth the effort and that motivation, guidance and hard work are the keys to success. It is our expectation that all students entering Bowling Green Independent Schools will graduate and will transition successfully through post secondary education and the world of work.

To achieve our Mission, Bowling Green Independent Schools faculty and staff focus on the following goals and expectations: 1. Building positive relationships with students, parents, community stakeholders and each other; 2. Teaching in ways that are engaging to students by providing challenging learning experiences and encouraging students to monitor and direct their own learning; 3. Teaching 21st Century skills including global Awareness, Critical Thinking Skills, Communication Skills and Collaboration Skills; and 4. Continuous personal and professional growth on the part of faculty and staff through professional dialogue, action research and effective use of technology for teaching and learning.

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.

Bowling Green Independent Schools continually promotes professional growth of teachers, academic rigor and innovation in the classroom. As a result, the Bowling Green Independent School District is fully accredited by AdvancEd and the Southern Association of Colleges and Schools. Twenty two of our teachers have earned National Board Certification. Bowling Green High School has been recognized by The Washington Post, US News and World Report and Newsweek as one of the top public high schools in American. Eight students from BGHS have been named 2015 National Merit Semifinalists. BGHS Assistant Principal William King was named a 2014 Milken Educator by the Milken Foundation.

BGHS students continue to score above state average with respect to College/Career Readiness with 71% of graduating seniors meeting CCR benchmarks. Eight million dollars in scholarship offers were awarded to graduating seniors of the Class of 2014. Thirty percent of Bowling Green High School students successfully completed at least one of 21 Advanced Placement Classes.

Results of the Spring, 2014, K-PREP assessment show that bowling Green Independent Schools scored at the Proficient level for Districtwide Academic Achievement. McNeill Elementary has been designated a Distinguished School of Distinction with academic achievement scores at the 97th percentile in the state. Potter Gray Elementary, Bowling Green Junior High School and Bowling Green High School are designated Proficient Schools for academic achievement above the 70th percentile. Notability, student Growth Scores are above state averages in both Reading and Math at the middle school and high school level.

Spring, 2014, K-PREP results show that achievement gaps still exist for African American students in Reading at the elementary level and for students eligible for free and reduced lunch at the elementary level. At the high school level, students with disabilities scored significantly below state averages in Reading and Written Language. Results of Kindergarten entry screening show that 43.8% of all entering students are not Kindergarten ready.

During the next three years, the district will work to reduce these achievement gaps through professional development for teachers regarding formative assessment and data study to guide improved teaching and learning, strategies for effective co-teaching among general education and support staff, and strategies for differentiating instruction to meet the needs of all learners.

Additional Information

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

To support our mission of preparing our children to be thoughtful decision makers and responsible citizens, Bowling Green Independent Schools is partnering with the Bowling Green Chamber of Commerce to systematically teach and model the Seven habits of Highly Effective People to all of our students beginning in preschool. Additionally, we are partnering with the Chamber and local business and industry leaders to develop a talent supply chain to fill 4500 jobs by 2016 and 9000 jobs by 2020.

Plan for KDE Comprehensive Improvement Plan for Districts

Overview

Plan Name

Plan for KDE Comprehensive Improvement Plan for Districts

Plan Description

Bowling Green Independent Comprehensive Improvement Plan January 2016

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	Proficiency Goal	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$320500
2	Gap Goal	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$260000
3	College and Career Readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$36000
4	Freshman Graduation Rate	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$8000
5	Professional Growth and Effectiveness System	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$15000
6	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$225000

Goal 1: Proficiency Goal

Measurable Objective 1:

collaborate to increase the combined Reading and Math Proficiency Score from 47.9 to 59.4 for elementary school students, from 56.4 to 62.1 for middle school students and from 57.9 to 64.9 for high school students as measured by K-PREP. by 05/26/2017 as measured by K-Prep.

Strategy 1:

Professional Development - Content and support teachers will work together to develop formative and summative assessments to guide teaching and learning.

Assessment data will be studied in Professional Learning Communities to monitor student progress and adjust instruction based on student needs.

Category: Continuous Improvement

Research Cited: Formative assessment positively impacts the quality of classroom instruction (Black and Wiliam, 1998; Elmore,2004; Moss & McCown, 2007); The Framework for Teaching, 2007

Activity - Leadership PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District leadership will engage in a book study of Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom by Robyn R. Jackson so that leaders can provide more intentional coaching and feedback for teachers resulting in improved teaching and learning. Schools: All Schools	Professional Learning	09/09/2014	06/09/2015	\$2500	Title II Part A	Principals Central Office Administrators
Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 E/LA Teachers and Math Teachers will meet quarterly to review classroom assessments and student work to insure that the K-12 E/LA and Math Curricula are aligned vertically and horizontally with Common Core Standards and College Readiness Standards. Schools: All Schools	Professional Learning	01/12/2015	12/18/2015	\$3000	Title II Part A	Jennifer Davis Debbie Ecton Vicki Writsel
Activity - Learning From One Another	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each school will receive training in Peer Observation and Reflective Feedback. K-12 Teachers will observe teachers in other schools and districts to share effective instructional strategies. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	\$9000	District Funding	Superintendent, Principals
Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All classified and certified staff who make application to BGISD will undergo a rigorous screening process. All teachers, principals and central office leaders will engage in continuous job embedded professional development regarding effective instructional practice as outlined in the Danielson Framework to include study of student growth, classroom observation, teacher reflection, and student voice. These data will be used for teacher coaching and focused feedback regarding classroom practice. Schools: All Schools	Recruitment and Retention	01/04/2016	12/16/2016	\$6000	Title II Part A	Superintendent, Central Office Administrators, Principals
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Activity - Curriculum and Instruction Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery. Schools: W R McNeill Elementary School, Parker-Bennett-Curry School, Potter Gray Elementary, Dishman McGinnis Elementary School, T C Cherry Elementary School	Professional Learning	08/01/2016	05/19/2017	\$300000	Title I Part A, Title II Part A	Principals Jennifer Davis

Goal 2: Gap Goal

Measurable Objective 1:

collaborate to increase the Reading Proficiency of the non-duplicated Gap Group for elementary and middle school students from 39.% to 67.4% by 5/19/2017 as measured by K-PREP. by 05/19/2017 as measured by District Report Card.

Strategy 1:

Professional Development for Instructional Staff - The district will provide professional learning time for BGISD teachers so that they can create common formative and summative assessments aligned with units of study and the district E/LA and Math Curriculum Maps. These assessments will be posted online for use across the district.

Category: Professional Learning & Support

Research Cited: Black, 2003; Rodriguiz, 2004; Ehrenberg, brewer, Gamoran & Willms, 2001, Formative assessment and effective feedback has significant positive impact on student learning.

Activity - Teacher Designed E/LA and Math Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Curriculum Leaders will assist teachers in designing common formative and summative E/LA and Math Assessments to be administered to students in grades 3-8 to measure student progress toward proficiency. Students not achieving at proficiency will receive 30-60 minutes of targeted intervention daily. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	\$5000	Other	Instructional Supervisor Principals Associate Superintendent
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Activity - Co Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General classroom teachers and support teachers (e.g. ESL and special education teachers) will meet in professional learning communities on at least a weekly basis to study student work and formative assessment results to adjust instruction and provide appropriate scaffolding to help students with disabilities and those learning English master grade level content standards. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	\$5000	Title III, IDEA, Title II Part A	Instructional Supervisor Curriculum Leaders Principals Associate Superintendent School Improvement Coordinator

Strategy 2:

Targeted Intervention for Students - All K-8 students will be assessed in Reading and Math on a quarterly basis. Student data will be studied by the School Data Team. Students not performing at benchmark in Reading or Math will receive targeted intervention in a small group setting.

Category: Continuous Improvement

Research Cited: Readiness for Learning and Zone of Proximal Development (Vygotsky, 1978, Fischer, 1980)

Grouping Students for Instruction (Ellis & Worthington, 1994)

Florida Center for Reading Research

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps. Schools: Bowling Green Junior High, W R McNeill Elementary School, The Academy at 11th Street, Parker-Bennett-Curry School, Potter Gray Elementary, Dishman McGinnis Elementary School, T C Cherry Elementary School, Bowling Green High School	Academic Support Program	01/04/2016	12/16/2016	\$220000	Other, Title I Part A	Principals Vicki Writsel Debbie Ecton

Activity - Intervention for Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener. Schools: W R McNeill Elementary School, Parker-Bennett-Curry School, Potter Gray Elementary, Dishman McGinnis Elementary School, T C Cherry Elementary School	Direct Instruction	01/04/2016	12/16/2016	\$10000	Other	Principals, Kindergarten Teachers, Intervention Teachers
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Strategy 3:

Parent Involvement - Quarterly Family Literacy Meetings will be held in Title I Schools so that school staff and parents may partner to help students succeed.

Category: Stakeholder Engagement

Research Cited: "Parent Involvement and Student Achievement: A Meta-Analyses, William H. Jeynes, December, 2005.

Activity - Family Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events. Schools: Bowling Green Junior High, Parker-Bennett-Curry School, Dishman McGinnis Elementary School, T C Cherry Elementary School, Bowling Green High School	Parent Involvement	01/04/2016	12/16/2016	\$20000	Title I Part A	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator

Goal 3: College and Career Readiness

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 67% to 72.5% by 5/28/2015 as measured by the ACT. by 05/19/2016 as measured by ACT.

Strategy 1:

College/Career Readiness Coaching - The BGHS College/Career Coach will work collaboratively BGJH and BGHS guidance counselors to insure that each BGHS freshman identifies his/her personal strengths, selects a career path based on person strengths, understands skills and post secondary educational requirements for career path selected and successfully completes required courses for successful transition to post secondary opportunities.

Category: Persistence to Graduation

Research Cited: Paul Tough, 2012, How Children Succeed: Grit, Curiosity and the Hidden Power of Character

Activity - Resilience Coaching/Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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BGHS and BGJH at risk students will meet monthly with guidance counselors, the CCR Coach or community mentors to set personal goals, celebrate goal mastery, and discuss career options and skills needed for the workplace. Schools: Bowling Green Junior High, Bowling Green High School	Career Preparation/Orientation	01/04/2016	12/16/2016	\$33000	Other, Title I Part A	Guidance Counselors Intervention Teachers CCR Coach Vicki Writsel
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Strategy 2:

Advisory Program - The BGJH and BGHS Advisory Program will be enhanced to include Community Stakeholders including leaders from the Chamber of Commerce, Business and Industry, in order to create a Talent Supply Chain to fill 4500 jobs by 2016 and 9000 jobs by 2020.

Category: Career Readiness Pathways

Research Cited: "Advisory Program Research and Evaluation", by Reino Makkonen, 2004; Coalition of Essential Schools.

Activity - Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Advisory Program will use College/Career Readiness Data, Stakeholder Feedback and Student ILP Data to guide course offerings and use of instructional time to ensure that all students graduate college and/or career ready. Schools: Bowling Green Junior High, The Academy at 11th Street, Bowling Green High School	Career Preparation/Orientation	01/04/2016	12/16/2016	\$3000	Title I Part A	Guidance Counselors Director of Pupil Personnel Associate Superintendent

Goal 4: Freshman Graduation Rate

Measurable Objective 1:

collaborate to increase the freshman graduation rate from 91.9% to 96.2%. by 05/29/2015 as measured by School Report Card.

Strategy 1:

Mentoring At Risk Students - School Psychologists, Guidance Counselors, Community Mentors and Teachers will mentor at risk students enrolled in BGJH, BGHS and the Academy Alternative School in weekly small group sessions to teach and model the importance of goal setting and perseverance.

Category: Career Readiness Pathways

Research Cited: Why Try is an evidence based program used in over 12000 schools. It is a strengths based counseling program that uses music and visual metaphor as strategies for brief solution therapy and reality therapy to problem solving skills, anger management and the importance of perseverance and effort.

Activity - Why Try Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and community members mentor small groups of students with disabilities and other students who are at risk in weekly, strengths based counseling sessions to teach the importance of goal setting, perseverance and effort to success in life. Schools: Bowling Green Junior High, The Academy at 11th Street, Bowling Green High School	Behavioral Support Program	01/04/2016	12/16/2016	\$8000	Title I Part A, Title I Part D	Guidance Counselors Psychologists College/Career Coach Community Leaders
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Goal 5: Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to implement the principal and teacher Professional Growth Effectiveness System in every school by 05/22/2015 as measured by Student Growth Goals, Professional Growth Goals, Classroom Observations.

Strategy 1:

Professional Development - Once each semester, all principals and central office administrators will participate in recalibration for PGES through Framework for Teaching Proficiency System course through Teachscape and all will pass the end of course assessment. Additionally, all principals and central office administrators will engage in a book study of Never Underestimate Your Teachers by Robyn Jackson.

Category: Professional Learning & Support

Research Cited: Framework for Teaching--The Danielson Group

Activity - Professional Development for Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and Building Leadership and Teacher Leaders from each school will participate in professional development sponsored by the Green River Regional Educational Cooperative designed to assist leadership with coaching teachers to improve performance in Domains 2 and 3 of the Danielson Framework. Schools: All Schools	Recruitment and Retention	01/04/2016	12/16/2016	\$5000	Title II Part A	Director of Human Resources Evaluation Committee

Activity - Professional Development for Instructional Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in job embedded professional development designed to enhance teacher performance on Domains 2 and 3 of the Danielson Framework. Schools: All Schools	Professional Learning	01/05/2015	12/18/2015	\$10000	Title I Part A, Title II Part A	Principals Teacher Leaders School Improvement Coordinator Professional Development Coordinator

Goal 6: Novice Reduction

Measurable Objective 1:

50% of All Students will increase student growth to reduce Novice performance from 20.8% to 15% in Reading by 05/20/2016 as measured by KPREP and English II EOC.

Strategy 1:

Design and Deliver Effective, Rigorous Instruction to All Students - In each school, curriculum leaders will assist instructional staff in continuously analyzing student data to improve teaching and learning.

Category: Learning Systems

Activity - Root Cause Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Leaders and Principals in all schools will meet with grade level and content Professional Learning Communities to study student data and student work samples using processes and strategies such as the Fish bone diagram or 5 Whys to hypothesize possible concerns in practice. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	\$100000	Title II Part A	Principals Curriculum Leaders Instructional Supervisor Associate Superintendent
Activity - Focused Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and curriculum leaders will coach classroom teachers to use gaps exposed in classroom data analysis to strategically improve teaching in order to improve learning for all students including students performing at the Novice level. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	\$50000	Title I Part A	Principals/Assistant Principals Curriculum Leaders Instructional Supervisor School Improvement Coordinator Associate Superintendent
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Specific differentiated interventions are developed and implemented for all students performing at the Novice level.</p> <p>Schools: All Schools</p>	<p>Direct Instruction</p>	<p>01/04/2016</p>	<p>12/16/2016</p>	<p>\$75000</p>	<p>Title I Part A</p>	<p>Classroom Teachers ESL Teachers Special Education Teachers Reading and Math Intervention Teachers</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co Teaching	General classroom teachers and support teachers (e.g. ESL and special education teachers) will meet in professional learning communities on at least a weekly basis to study student work and formative assessment results to adjust instruction and provide appropriate scaffolding to help students with disabilities and those learning English master grade level content standards.	Professional Learning	01/04/2016	12/16/2016	\$2000	Instructional Supervisor Curriculum Leaders Principals Associate Superintendent School Improvement Coordinator
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention for Kindergarten Readiness	Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener.	Direct Instruction	01/04/2016	12/16/2016	\$10000	Principals, Kindergarten Teachers, Intervention Teachers
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$20000	Principals Vicki Writsel Debbie Ecton
Teacher Designed E/LA and Math Formative and Summative Assessments	Curriculum Leaders will assist teachers in designing common formative and summative E/LA and Math Assessments to be administered to students in grades 3-8 to measure student progress toward proficiency. Students not achieving at proficiency will receive 30-60 minutes of targeted intervention daily.	Professional Learning	01/04/2016	12/16/2016	\$5000	Instructional Supervisor Principals Associate Superintendent
Resilience Coaching/Mentoring	BGHS and BGJH at risk students will meet monthly with guidance counselors, the CCR Coach or community mentors to set personal goals, celebrate goal mastery, and discuss career options and skills needed for the workplace.	Career Preparation/Orientation	01/04/2016	12/16/2016	\$8000	Guidance Counselors Intervention Teachers CCR Coach Vicki Writsel

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Total \$43000

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co Teaching	General classroom teachers and support teachers (e.g. ESL and special education teachers) will meet in professional learning communities on at least a weekly basis to study student work and formative assessment results to adjust instruction and provide appropriate scaffolding to help students with disabilities and those learning English master grade level content standards.	Professional Learning	01/04/2016	12/16/2016	\$1000	Instructional Supervisor Curriculum Leaders Principals Associate Superintendent School Improvement Coordinator
Total					\$1000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Resilience Coaching/Mentoring	BGHS and BGJH at risk students will meet monthly with guidance counselors, the CCR Coach or community mentors to set personal goals, celebrate goal mastery, and discuss career options and skills needed for the workplace.	Career Preparation/Orientation	01/04/2016	12/16/2016	\$25000	Guidance Counselors Intervention Teachers CCR Coach Vicki Writsel
Career Readiness	The Advisory Program will use College/Career Readiness Data, Stakeholder Feedback and Student ILP Data to guide course offerings and use of instructional time to ensure that all students graduate college and/or career ready.	Career Preparation/Orientation	01/04/2016	12/16/2016	\$3000	Guidance Counselors Director of Pupil Personnel Associate Superintendent
Response to Intervention	Specific differentiated interventions are developed and implemented for all students performing at the Novice level.	Direct Instruction	01/04/2016	12/16/2016	\$75000	Classroom Teachers ESL Teachers Special Education Teachers Reading and Math Intervention Teachers

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Curriculum and Instruction Leaders	Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery.	Professional Learning	08/01/2016	05/19/2017	\$175000	Principals Jennifer Davis
Professional Development for Instructional Staff	All teachers will participate in job embedded professional development designed to enhance teacher performance on Domains 2 and 3 of the Danielson Framework.	Professional Learning	01/05/2015	12/18/2015	\$5000	Principals Teacher Leaders School Improvement Coordinator Professional Development Coordinator
Focused Instruction	Principals and curriculum leaders will coach classroom teachers to use gaps exposed in classroom data analysis to strategically improve teaching in order to improve learning for all students including students performing at the Novice level.	Professional Learning	01/04/2016	12/16/2016	\$50000	Principals/Assistant Principals Curriculum Leaders Instructional Supervisor School Improvement Coordinator Associate Superintendent
Why Try Mentoring	Teachers and community members mentor small groups of students with disabilities and other students who are at risk in weekly, strengths based counseling sessions to teach the importance of goal setting, perseverance and effort to success in life.	Behavioral Support Program	01/04/2016	12/16/2016	\$5000	Guidance Counselors Psychologists College/Career Coach Community Leaders
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$200000	Principals Vicki Writsel Debbie Ecton
Family Literacy	Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events.	Parent Involvement	01/04/2016	12/16/2016	\$20000	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator
Total					\$558000	

District Funding

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning From One Another	Teachers in each school will receive training in Peer Observation and Reflective Feedback. K-12 Teachers will observe teachers in other schools and districts to share effective instructional strategies.	Professional Learning	01/04/2016	12/16/2016	\$9000	Superintendent, Principals
Total					\$9000	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Why Try Mentoring	Teachers and community members mentor small groups of students with disabilities and other students who are at risk in weekly, strengths based counseling sessions to teach the importance of goal setting, perseverance and effort to success in life.	Behavioral Support Program	01/04/2016	12/16/2016	\$3000	Guidance Counselors Psychologists College/Career Coach Community Leaders
Total					\$3000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Instructional Staff	All teachers will participate in job embedded professional development designed to enhance teacher performance on Domains 2 and 3 of the Danielson Framework.	Professional Learning	01/05/2015	12/18/2015	\$5000	Principals Teacher Leaders School Improvement Coordinator Professional Development Coordinator
Professional Development for Leadership	District and Building Leadership and Teacher Leaders from each school will participate in professional development sponsored by the Green River Regional Educational Cooperative designed to assist leadership with coaching teachers to improve performance in Domains 2 and 3 of the Danielson Framework.	Recruitment and Retention	01/04/2016	12/16/2016	\$5000	Director of Human Resources Evaluation Committee
Leadership PLC	Building and District leadership will engage in a book study of Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom by Robyn R. Jackson so that leaders can provide more intentional coaching and feedback for teachers resulting in improved teaching and learning.	Professional Learning	09/09/2014	06/09/2015	\$2500	Principals Central Office Administrators

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Equitable Distribution	All classified and certified staff who make application to BGISD will undergo a rigorous screening process. All teachers, principals and central office leaders will engage in continuous job embedded professional development regarding effective instructional practice as outlined in the Danielson Framework to include study of student growth, classroom observation, teacher reflection, and student voice. These data will be used for teacher coaching and focused feedback regarding classroom practice.	Recruitment and Retention	01/04/2016	12/16/2016	\$6000	Superintendent, Central Office Administrators, Principals
Root Cause Analysis	Curriculum Leaders and Principals in all schools will meet with grade level and content Professional Learning Communities to study student data and student work samples using processes and strategies such as the Fish bone diagram or 5 Whys to hypothesize possible concerns in practice.	Professional Learning	01/04/2016	12/16/2016	\$100000	Principals Curriculum Leaders Instructional Supervisor Associate Superintendent
Curriculum and Instruction Leaders	Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery.	Professional Learning	08/01/2016	05/19/2017	\$125000	Principals Jennifer Davis
Co Teaching	General classroom teachers and support teachers (e.g. ESL and special education teachers) will meet in professional learning communities on at least a weekly basis to study student work and formative assessment results to adjust instruction and provide appropriate scaffolding to help students with disabilities and those learning English master grade level content standards.	Professional Learning	01/04/2016	12/16/2016	\$2000	Instructional Supervisor Curriculum Leaders Principals Associate Superintendent School Improvement Coordinator
Curriculum Mapping	K-12 E/LA Teachers and Math Teachers will meet quarterly to review classroom assessments and student work to insure that the K-12 E/LA and Math Curricula are aligned vertically and horizontally with Common Core Standards and College Readiness Standards.	Professional Learning	01/12/2015	12/18/2015	\$3000	Jennifer Davis Debbie Ecton Vicki Writsel
Total					\$248500	

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
Leadership PLC	Building and District leadership will engage in a book study of <i>Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom</i> by Robyn R. Jackson so that leaders can provide more intentional coaching and feedback for teachers resulting in improved teaching and learning.	Professional Learning	09/09/2014	06/09/2015	\$2500	Principals Central Office Administrators
Teacher Designed E/LA and Math Formative and Summative Assessments	Curriculum Leaders will assist teachers in designing common formative and summative E/LA and Math Assessments to be administered to students in grades 3-8 to measure student progress toward proficiency. Students not achieving at proficiency will receive 30-60 minutes of targeted intervention daily.	Professional Learning	01/04/2016	12/16/2016	\$5000	Instructional Supervisor Principals Associate Superintendent
Curriculum Mapping	K-12 E/LA Teachers and Math Teachers will meet quarterly to review classroom assessments and student work to insure that the K-12 E/LA and Math Curricula are aligned vertically and horizontally with Common Core Standards and College Readiness Standards.	Professional Learning	01/12/2015	12/18/2015	\$3000	Jennifer Davis Debbie Ecton Vicki Writsel
Learning From One Another	Teachers in each school will receive training in Peer Observation and Reflective Feedback. K-12 Teachers will observe teachers in other schools and districts to share effective instructional strategies.	Professional Learning	01/04/2016	12/16/2016	\$9000	Superintendent, Principals
Co Teaching	General classroom teachers and support teachers (e.g. ESL and special education teachers) will meet in professional learning communities on at least a weekly basis to study student work and formative assessment results to adjust instruction and provide appropriate scaffolding to help students with disabilities and those learning English master grade level content standards.	Professional Learning	01/04/2016	12/16/2016	\$5000	Instructional Supervisor Curriculum Leaders Principals Associate Superintendent School Improvement Coordinator

KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Equitable Distribution	All classified and certified staff who make application to BGISD will undergo a rigorous screening process. All teachers, principals and central office leaders will engage in continuous job embedded professional development regarding effective instructional practice as outlined in the Danielson Framework to include study of student growth, classroom observation, teacher reflection, and student voice. These data will be used for teacher coaching and focused feedback regarding classroom practice.	Recruitment and Retention	01/04/2016	12/16/2016	\$6000	Superintendent, Central Office Administrators, Principals
Professional Development for Leadership	District and Building Leadership and Teacher Leaders from each school will participate in professional development sponsored by the Green River Regional Educational Cooperative designed to assist leadership with coaching teachers to improve performance in Domains 2 and 3 of the Danielson Framework.	Recruitment and Retention	01/04/2016	12/16/2016	\$5000	Director of Human Resources Evaluation Committee
Professional Development for Instructional Staff	All teachers will participate in job embedded professional development designed to enhance teacher performance on Domains 2 and 3 of the Danielson Framework.	Professional Learning	01/05/2015	12/18/2015	\$10000	Principals Teacher Leaders School Improvement Coordinator Professional Development Coordinator
Root Cause Analysis	Curriculum Leaders and Principals in all schools will meet with grade level and content Professional Learning Communities to study student data and student work samples using processes and strategies such as the Fish bone diagram or 5 Whys to hypothesize possible concerns in practice.	Professional Learning	01/04/2016	12/16/2016	\$100000	Principals Curriculum Leaders Instructional Supervisor Associate Superintendent
Focused Instruction	Principals and curriculum leaders will coach classroom teachers to use gaps exposed in classroom data analysis to strategically improve teaching in order to improve learning for all students including students performing at the Novice level.	Professional Learning	01/04/2016	12/16/2016	\$50000	Principals/Assistant Principals Curriculum Leaders Instructional Supervisor School Improvement Coordinator Associate Superintendent

KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Response to Intervention	Specific differentiated interventions are developed and implemented for all students performing at the Novice level.	Direct Instruction	01/04/2016	12/16/2016	\$75000	Classroom Teachers ESL Teachers Special Education Teachers Reading and Math Intervention Teachers
Total					\$270500	

W R McNeill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$220000	Principals Vicki Writsel Debbie Ecton
Intervention for Kindergarten Readiness	Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener.	Direct Instruction	01/04/2016	12/16/2016	\$10000	Principals, Kindergarten Teachers, Intervention Teachers
Curriculum and Instruction Leaders	Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery.	Professional Learning	08/01/2016	05/19/2017	\$300000	Principals Jennifer Davis
Total					\$530000	

The Academy at 11th Street

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Why Try Mentoring	Teachers and community members mentor small groups of students with disabilities and other students who are at risk in weekly, strengths based counseling sessions to teach the importance of goal setting, perseverance and effort to success in life.	Behavioral Support Program	01/04/2016	12/16/2016	\$8000	Guidance Counselors Psychologists College/Career Coach Community Leaders
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$220000	Principals Vicki Writsel Debbie Ecton

KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Career Readiness	The Advisory Program will use College/Career Readiness Data, Stakeholder Feedback and Student ILP Data to guide course offerings and use of instructional time to ensure that all students graduate college and/or career ready.	Career Preparation/Orientation	01/04/2016	12/16/2016	\$3000	Guidance Counselors Director of Pupil Personnel Associate Superintendent
Total					\$231000	

T C Cherry Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$220000	Principals Vicki Writsel Debbie Ecton
Intervention for Kindergarten Readiness	Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener.	Direct Instruction	01/04/2016	12/16/2016	\$10000	Principals, Kindergarten Teachers, Intervention Teachers
Family Literacy	Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events.	Parent Involvement	01/04/2016	12/16/2016	\$20000	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator
Curriculum and Instruction Leaders	Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery.	Professional Learning	08/01/2016	05/19/2017	\$300000	Principals Jennifer Davis
Total					\$550000	

Potter Gray Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$220000	Principals Vicki Writsel Debbie Ecton

KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Intervention for Kindergarten Readiness	Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener.	Direct Instruction	01/04/2016	12/16/2016	\$10000	Principals, Kindergarten Teachers, Intervention Teachers
Curriculum and Instruction Leaders	Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery.	Professional Learning	08/01/2016	05/19/2017	\$300000	Principals Jennifer Davis
Total					\$530000	

Parker-Bennett-Curry School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$220000	Principals Vicki Writsel Debbie Ecton
Intervention for Kindergarten Readiness	Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener.	Direct Instruction	01/04/2016	12/16/2016	\$10000	Principals, Kindergarten Teachers, Intervention Teachers
Family Literacy	Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events.	Parent Involvement	01/04/2016	12/16/2016	\$20000	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator
Curriculum and Instruction Leaders	Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery.	Professional Learning	08/01/2016	05/19/2017	\$300000	Principals Jennifer Davis
Total					\$550000	

Dishman McGinnis Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$220000	Principals Vicki Writsel Debbie Ecton

KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Intervention for Kindergarten Readiness	Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener.	Direct Instruction	01/04/2016	12/16/2016	\$10000	Principals, Kindergarten Teachers, Intervention Teachers
Family Literacy	Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events.	Parent Involvement	01/04/2016	12/16/2016	\$20000	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator
Curriculum and Instruction Leaders	Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery.	Professional Learning	08/01/2016	05/19/2017	\$300000	Principals Jennifer Davis
Total					\$550000	

Bowling Green Junior High

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Resilience Coaching/Mentoring	BGHS and BGJH at risk students will meet monthly with guidance counselors, the CCR Coach or community mentors to set personal goals, celebrate goal mastery, and discuss career options and skills needed for the workplace.	Career Preparation/Orientation	01/04/2016	12/16/2016	\$33000	Guidance Counselors Intervention Teachers CCR Coach Vicki Writsel
Why Try Mentoring	Teachers and community members mentor small groups of students with disabilities and other students who are at risk in weekly, strengths based counseling sessions to teach the importance of goal setting, perseverance and effort to success in life.	Behavioral Support Program	01/04/2016	12/16/2016	\$8000	Guidance Counselors Psychologists College/Career Coach Community Leaders
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$220000	Principals Vicki Writsel Debbie Ecton
Family Literacy	Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events.	Parent Involvement	01/04/2016	12/16/2016	\$20000	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator

KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Career Readiness	The Advisory Program will use College/Career Readiness Data, Stakeholder Feedback and Student ILP Data to guide course offerings and use of instructional time to ensure that all students graduate college and/or career ready.	Career Preparation/Orientation	01/04/2016	12/16/2016	\$3000	Guidance Counselors Director of Pupil Personnel Associate Superintendent
Total					\$284000	

Bowling Green High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Resilience Coaching/Mentoring	BGHS and BGJH at risk students will meet monthly with guidance counselors, the CCR Coach or community mentors to set personal goals, celebrate goal mastery, and discuss career options and skills needed for the workplace.	Career Preparation/Orientation	01/04/2016	12/16/2016	\$33000	Guidance Counselors Intervention Teachers CCR Coach Vicki Writsel
Why Try Mentoring	Teachers and community members mentor small groups of students with disabilities and other students who are at risk in weekly, strengths based counseling sessions to teach the importance of goal setting, perseverance and effort to success in life.	Behavioral Support Program	01/04/2016	12/16/2016	\$8000	Guidance Counselors Psychologists College/Career Coach Community Leaders
Response to Intervention	Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$220000	Principals Vicki Writsel Debbie Ecton
Family Literacy	Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events.	Parent Involvement	01/04/2016	12/16/2016	\$20000	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator
Career Readiness	The Advisory Program will use College/Career Readiness Data, Stakeholder Feedback and Student ILP Data to guide course offerings and use of instructional time to ensure that all students graduate college and/or career ready.	Career Preparation/Orientation	01/04/2016	12/16/2016	\$3000	Guidance Counselors Director of Pupil Personnel Associate Superintendent
Total					\$284000	

KDE 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?**

Using student, parent and staff surveys, as well as K-PREP data, transition data and walk through observations, we are trying to answer the following questions: 1. What steps can we take to improve teaching and learning in Bowling Green Independent Schools? 2. What strategies can we employ to insure that all of our students graduate and transition to post secondary education and careers? 3. What can we do to insure that all of our students are productive, responsible citizens and thoughtful decision makers?

K-PREP data shows that Bowling Green Independent School District is at the Proficient Level in terms of Districtwide Academic Achievement. McNeill Elementary has been designated a Distinguished School at the 98th percentile among all elementary schools in the state of Kentucky. Bowling Green high School, Bowling Green Junior High School and Potter Gray Elementary have been designated Proficient Schools for Academic Achievement. T.C. Cherry Elementary, Dishman McGinnis Elementary and Parker Bennett Curry Elementary are designated as Needs Improvement Schools. BGHS and BGJH students continue to perform above state averages for College and Career Readiness.

At the elementary level BGISD students scored slightly below state averages for percent Proficient/Distinguished in both Reading and Math. But at the middle school level BGISD students scored above state average for percent Proficient/Distinguished in both Reading and Math and students in the combined gap group scored above state average percent Proficient/Distinguished in both Reading and Math. On the English II End of Course Assessment, BGISD students scored above state average and students with disabilities scored above state average. This is notable because the data show that achievement gaps among at risk students decrease as students matriculate through the grades.

School report Card Gap Group analysis shows that achievement gaps still exist in Reading and Math for African American students, students learning English as a second language, students with disabilities and students eligible for free/reduced lunch. BGHS was designated a Focus School because of the performance of students learning English in Social Studies and Written Language and the performance of students with disabilities in Written Language Mechanics.

Parker Bennett Curry Elementary has been designated a Focus School because of the performance of students learning English as a second language in Reading and African American students in Math. These data imply that teachers need additional professional development in understanding how to differentiate instruction for diverse learners, how to engage diverse learners in the content, and how to use classroom assessments to improve learning. KPREP data and EOC data do not show that the district has enrolled several refugee and migrant children with little to no previous formal schooling. These children have the the double challenge of learning the English language and academic content for which they have no previous context.

A summary of stakeholder survey results shows that 97% of parents believe that their child's school provides academically challenging content. 97% of students agree that their teachers expect them to be successful in school. 98% of teachers believe that they have an impact on student achievement in the district 97% of teachers feel challenged by their work. Parents and community members contributed 10,640 volunteer hours within the schools during the 14-15 school year.

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?

Stakeholder survey results show that students, staff and parents believe the district performs at high levels with respect to Purpose and Direction. 97% of staff responded that they were very satisfied with their job. 99.5% of staff responded that they are satisfied with the leadership of the superintendent. These data reflect a strong positive culture within the district based on shared values and beliefs about teaching and learning. To sustain this area of strength, the district will continue to work on building strong positive relationships among students, parents and community stakeholders and maintaining open lines of communication among all stakeholders.

Bowling Green High School students performed above state averages with respect to College Readiness and the BGHS graduation rate was well above state average. Over 25% of BGHS students successfully completed at least one of 21 Advanced Placement Classes. To sustain this success, the BGHS College/Career Coach and school counselors will provide guidance for BGJH and BGHS students with respect to course selection to support students in developing more focused College and Career plans.

Results of Spring 2015, KPREP assessment show that Bowling Green Independent Schools continue to make positive strides in terms of improved academic achievement. The district ranks at the 88th percentile in the state and has been designated a Proficient School District. McNeill Elementary has been designated a Distinguished School, scoring at the 98th percentile among Kentucky elementary schools. BGHS, BGJH and Potter Gray have been designated as Proficient Schools. African American students, Hispanic students, and students eligible for free and reduced lunch continue to show significant gains in academic achievement at the middle school level. To sustain this growth, the district will provide opportunities for collaboration across grade levels and content areas as well as between general education teachers and support teachers. Additionally, curriculum and instruction coaches will be hired in each elementary school to provide job embedded professional growth opportunities for all teachers regarding differentiation of instruction for diverse learners, assessment to improve teaching and learning and strategies for student engagement.

Opportunities for Improvement

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

The district and school report cards show that while the District ranking for overall Academic Achievement of students has shown gain, achievement gaps still exist for African American students, students learning English as a second language, students with disabilities, and students eligible for free and reduced lunch.

School Report Card data shows that students in traditional gap groups are performing below the state average in Reading at the elementary level but above state average at the middle school level. At the high school level, students learning English as a second language scored well below state average in Writing and the End of Course Assessment for U.S. History.

Finally, stakeholder surveys show a strong commitment to a common purpose and direction. However, survey results reveal a need to consistently and systematically employ an instructional process that clearly informs students of learning expectations and standards of performance. There is also an expressed need for greater collaboration across grade levels and content areas and between classroom teachers and support teachers. Teachers do not consistently administer common formative assessments or collaboratively study student work to inform instruction.

The district plans to deploy more resources in terms of staff and time toward job embedded professional development including collaborative data study and collaborative study of student work to inform instructional decision making.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Schools administer the STAR Reading and STAR Math tests quarterly as benchmark assessments to monitor student progress in grades K-8. Additionally, teachers in grades K-5 administer common formative assessments in Reading and Math. K-8 teachers study student progress in Professional Learning Communities. Students not performing at benchmark receive Tiered intervention in Reading and Math.

Teacher practice is monitored through principal and peer observation and feedback. Teachers scoring below Accomplished on Indicators 2 and 3 of PGES, participate in professional growth opportunities to improve practice.

Conclusion

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

To address achievement gaps and improve teaching and learning, we will:

1. Continue to work with K-12 English/Language Arts, Math and Science teachers in Professional Learning Communities to align the curriculum vertically and horizontally with Kentucky's Core Academic Standards.
2. Continue to work with K-12 English/Language Arts, Math and Science teachers to develop common formative assessments to monitor student learning and inform instruction.
3. Provide professional development for teachers and leaders regarding formative assessment and the use of student performance data to guide instructional planning and delivery.
4. Hire Curriculum and Instruction Teacher Leaders for each elementary school to provide job embedded professional development for elementary teachers to improve teaching and learning.
5. Continue to provide small group intervention and mentoring sessions for at risk students to help students improve academic performance and to teach the importance of goal setting, perseverance and effort.
6. Provide professional development for teachers and leaders regarding strategies for infusing literacy instruction into content classes to increase rigor and enhance student performance.
7. Continue to support Effective Instructional Leadership through professional dialogue regarding effective instructional practice.

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:

Proficiency Goal

Measurable Objective 1:

collaborate to increase the combined Reading and Math Proficiency Score from 47.9 to 59.4 for elementary school students, from 56.4 to 62.1 for middle school students and from 57.9 to 64.9 for high school students as measured by K-PREP. by 05/26/2017 as measured by K-Prep.

Strategy1:

Professional Development - Content and support teachers will work together to develop formative and summative assessments to guide teaching and learning. Assessment data will be studied in Professional Learning Communities to monitor student progress and adjust instruction based on student needs.

Category: Continuous Improvement

Research Cited: Formative assessment positively impacts the quality of classroom instruction (Black and Wiliam, 1998; Elmore,2004; Moss & McCown, 2007); The Framework for Teaching, 2007

Activity - Learning From One Another	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each school will receive training in Peer Observation and Reflective Feedback. K-12 Teachers will observe teachers in other schools and districts to share effective instructional strategies.	Professional Learning	01/04/2016	12/16/2016	\$9000 - District Funding	Superintendent, Principals

Activity - Curriculum and Instruction Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum and Instruction Leaders will be hired for each elementary school to assist teachers in developing and implementing effective assessment and instructional strategies to improve rigor in instructional delivery.	Professional Learning	08/01/2016	05/19/2017	\$175000 - Title I Part A \$125000 - Title II Part A	Principals Jennifer Davis

KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classified and certified staff who make application to BGISD will undergo a rigorous screening process. All teachers, principals and central office leaders will engage in continuous job embedded professional development regarding effective instructional practice as outlined in the Danielson Framework to include study of student growth, classroom observation, teacher reflection, and student voice. These data will be used for teacher coaching and focused feedback regarding classroom practice.	Recruitment and Retention	01/04/2016	12/16/2016	\$6000 - Title II Part A	Superintendent, Central Office Administrators, Principals

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-12 E/LA Teachers and Math Teachers will meet quarterly to review classroom assessments and student work to insure that the K-12 E/LA and Math Curricula are aligned vertically and horizontally with Common Core Standards and College Readiness Standards.	Professional Learning	01/12/2015	12/18/2015	\$3000 - Title II Part A	Jennifer Davis Debbie Ecton Vicki Writsel

Goal 2:

Gap Goal

Measurable Objective 1:

collaborate to increase the Reading Proficiency of the non-duplicated Gap Group for elementary and middle school students from 39.% to 67.4% by 5/19/2017 as measured by K-PREP. by 05/19/2017 as measured by District Report Card.

Strategy1:

Parent Involvement - Quarterly Family Literacy Meetings will be held in Title I Schools so that school staff and parents may partner to help students succeed.

Category: Stakeholder Engagement

Research Cited: "Parent Involvement and Student Achievement: A Meta-Analyses, William H. Jaynes, December, 2005.

Activity - Family Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events.	Parent Involvement	01/04/2016	12/16/2016	\$20000 - Title I Part A	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator

Strategy2:

Professional Development for Instructional Staff - The district will provide professional learning time for BGISD teachers so that they can create common formative and summative assessments aligned with units of study and the district E/LA and Math Curriculum Maps. These assessments will be posted online for use across the district.

Category: Professional Learning & Support

KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Research Cited: Black, 2003; Rodriguiz, 2004; Ehrenberg, brewer, Gamoran & Willms, 2001, Formative assessment and effective feedback has significant positive impact on student learning.

Activity - Teacher Designed E/LA and Math Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Leaders will assist teachers in designing common formative and summative E/LA and Math Assessments to be administered to students in grades 3-8 to measure student progress toward proficiency. Students not achieving at proficiency will receive 30-60 minutes of targeted intervention daily.	Professional Learning	01/04/2016	12/16/2016	\$5000 - Other	Instructional Supervisor Principals Associate Superintendent

Activity - Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General classroom teachers and support teachers (e.g. ESL and special education teachers) will meet in professional learning communities on at least a weekly basis to study student work and formative assessment results to adjust instruction and provide appropriate scaffolding to help students with disabilities and those learning English master grade level content standards.	Professional Learning	01/04/2016	12/16/2016	\$1000 - Title III \$2000 - Title II Part A \$2000 - IDEA	Instructional Supervisor Curriculum Leaders Principals Associate Superintendent School Improvement Coordinator

Strategy3:

Targeted Intervention for Students - All K-8 students will be assessed in Reading and Math on a quarterly basis. Student data will be studied by the School Data Team. Students not performing at benchmark in Reading or Math will receive targeted intervention in a small group setting.

Category: Continuous Improvement

Research Cited: Readiness for Learning and Zone of Proximal Development (Vygotsky, 1978, Fischer, 1980)

Grouping Students for Instruction (Ellis & Worthington, 1994)

Florida Center for Reading Research

Activity - Intervention for Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener.	Direct Instruction	01/04/2016	12/16/2016	\$10000 - Other	Principals, Kindergarten Teachers, Intervention Teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$200000 - Title I Part A \$20000 - Other	Principals Vicki Writsel Debbie Ecton

Goal 3:

Professional Growth and Effectiveness System

SY 2015-2016

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KDE Comprehensive Improvement Plan for Districts

Bowling Green Independent

Measurable Objective 1:

collaborate to implement the principal and teacher Professional Growth Effectiveness System in every school by 05/22/2015 as measured by Student Growth Goals, Professional Growth Goals, Classroom Observations.

Strategy1:

Professional Development - Once each semester, all principals and central office administrators will participate in recalibration for PGES through Framework for Teaching Proficiency System course through Teachscape and all will pass the end of course assessment.

Additionally, all principals and central office administrators will engage in a book study of Never Underestimate Your Teachers by Robyn Jackson.

Category: Professional Learning & Support

Research Cited: Framework for Teaching--The Danielson Group

Activity - Professional Development for Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and Building Leadership and Teacher Leaders from each school will participate in professional development sponsored by the Green River Regional Educational Cooperative designed to assist leadership with coaching teachers to improve performance in Domains 2 and 3 of the Danielson Framework.	Recruitment and Retention	01/04/2016	12/16/2016	\$5000 - Title II Part A	Director of Human Resources Evaluation Committee

Activity - Professional Development for Instructional Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in job embedded professional development designed to enhance teacher performance on Domains 2 and 3 of the Danielson Framework.	Professional Learning	01/05/2015	12/18/2015	\$5000 - Title II Part A \$5000 - Title I Part A	Principals Teacher Leaders School Improvement Coordinator Professional Development Coordinator

Goal 4:

Novice Reduction

Measurable Objective 1:

50% of All Students will increase student growth to reduce Novice performance from 20.8% to 15% in Reading by 05/20/2016 as measured by KPREP and English II EOC.

Strategy1:

Design and Deliver Effective, Rigorous Instruction to All Students - In each school, curriculum leaders will assist instructional staff in continuously analyzing student data to improve teaching and learning.

Category: Learning Systems

Research Cited:

KDE Comprehensive Improvement Plan for Districts

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Activity - Root Cause Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Leaders and Principals in all schools will meet with grade level and content Professional Learning Communities to study student data and student work samples using processes and strategies such as the Fish bone diagram or 5 Whys to hypothesize possible concerns in practice.	Professional Learning	01/04/2016	12/16/2016	\$100000 - Title II Part A	Principals Curriculum Leaders Instructional Supervisor Associate Superintendent

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific differentiated interventions are developed and implemented for all students performing at the Novice level.	Direct Instruction	01/04/2016	12/16/2016	\$75000 - Title I Part A	Classroom Teachers ESL Teachers Special Education Teachers Reading and Math Intervention Teachers

Activity - Focused Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and curriculum leaders will coach classroom teachers to use gaps exposed in classroom data analysis to strategically improve teaching in order to improve learning for all students including students performing at the Novice level.	Professional Learning	01/04/2016	12/16/2016	\$50000 - Title I Part A	Principals/Assistant Principals Curriculum Leaders Instructional Supervisor School Improvement Coordinator Associate Superintendent

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

Goal 1:

Proficiency Goal

Measurable Objective 1:

collaborate to increase the combined Reading and Math Proficiency Score from 47.9 to 59.4 for elementary school students, from 56.4 to 62.1 for middle school students and from 57.9 to 64.9 for high school students as measured by K-PREP. by 05/26/2017 as measured by K-Prep.

Strategy1:

Professional Development - Content and support teachers will work together to develop formative and summative assessments to guide teaching and learning. Assessment data will be studied in Professional Learning Communities to monitor student progress and adjust instruction based on student needs.

Category: Continuous Improvement

Research Cited: Formative assessment positively impacts the quality of classroom instruction (Black and Wiliam, 1998; Elmore,2004; Moss

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& McCown, 2007); The Framework for Teaching, 2007

Activity - Learning From One Another	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each school will receive training in Peer Observation and Reflective Feedback. K-12 Teachers will observe teachers in other schools and districts to share effective instructional strategies.	Professional Learning	01/04/2016	12/16/2016	\$9000 - District Funding	Superintendent, Principals

Goal 2:

Gap Goal

Measurable Objective 1:

collaborate to increase the Reading Proficiency of the non-duplicated Gap Group for elementary and middle school students from 39.% to 67.4% by 5/19/2017 as measured by K-PREP. by 05/19/2017 as measured by District Report Card.

Strategy1:

Parent Involvement - Quarterly Family Literacy Meetings will be held in Title I Schools so that school staff and parents may partner to help students succeed.

Category: Stakeholder Engagement

Research Cited: "Parent Involvement and Student Achievement: A Meta-Analyses, William H. Jaynes, December, 2005.

Activity - Family Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly Family Literacy Nights will be held in Title I Schools so that parents may become involved as full partners in the academic success of their children. These will be interactive, academically focused events.	Parent Involvement	01/04/2016	12/16/2016	\$20000 - Title I Part A	Principals, Parent Involvement Coordinator, Family Resource Center Coordinator

Strategy2:

Targeted Intervention for Students - All K-8 students will be assessed in Reading and Math on a quarterly basis. Student data will be studied by the School Data Team. Students not performing at benchmark in Reading or Math will receive targeted intervention in a small group setting.

Category: Continuous Improvement

Research Cited: Readiness for Learning and Zone of Proximal Development (Vygotsky, 1978, Fischer, 1980)

Grouping Students for Instruction (Ellis & Worthington, 1994)

Florida Center for Reading Research

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not performing at Proficiency level receive targeted intervention aligned with classroom instruction and Common Core Standards to close achievement gaps.	Academic Support Program	01/04/2016	12/16/2016	\$20000 - Other \$200000 - Title I Part A	Principals Vicki Writsel Debbie Ecton

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Activity - Intervention for Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Entering Kindergarten Children not performing at benchmark on the Brigance Kindergarten Readiness Screener will receive direct instruction in areas of weakness identified by the screener.	Direct Instruction	01/04/2016	12/16/2016	\$10000 - Other	Principals, Kindergarten Teachers, Intervention Teachers

Strategy3:

Professional Development for Instructional Staff - The district will provide professional learning time for BGISD teachers so that they can create common formative and summative assessments aligned with units of study and the district E/LA and Math Curriculum Maps. These assessments will be posted online for use across the district.

Category: Professional Learning & Support

Research Cited: Black, 2003; Rodriguiz, 2004; Ehrenberg, brewer, Gamoran & Willms, 2001, Formative assessment and effective feedback has significant positive impact on student learning.

Activity - Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General classroom teachers and support teachers (e.g. ESL and special education teachers) will meet in professional learning communities on at least a weekly basis to study student work and formative assessment results to adjust instruction and provide appropriate scaffolding to help students with disabilities and those learning English master grade level content standards.	Professional Learning	01/04/2016	12/16/2016	\$1000 - Title III \$2000 - Title II Part A \$2000 - IDEA	Instructional Supervisor Curriculum Leaders Principals Associate Superintendent School Improvement Coordinator

Activity - Teacher Designed E/LA and Math Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Leaders will assist teachers in designing common formative and summative E/LA and Math Assessments to be administered to students in grades 3-8 to measure student progress toward proficiency. Students not achieving at proficiency will receive 30-60 minutes of targeted intervention daily.	Professional Learning	01/04/2016	12/16/2016	\$5000 - Other	Instructional Supervisor Principals Associate Superintendent

KDE 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	www.bgreen.kyschools.us See "About the District" in the menu at the top of the page.	

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.	Yes		

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		

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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		

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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		

KDE Comprehensive Improvement Plan for Districts

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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.	Yes		

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.	Yes		

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		

KDE Comprehensive Improvement Plan for Districts

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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.	Yes		

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		

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		

KDE Comprehensive Improvement Plan for Districts

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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		

Equitable Access Diagnostic

Introduction

Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes	A district team consisting of the superintendent, the district personnel director, a district principal, student data system coordinator and the district Title I Director, Special Education Director and Preschool Director met to review TELL survey data, teacher retention data, KTIP data, PGES data, School and District Report Card student achievement data and Parent Surveys.	

What are the barriers?

TELL survey results and KPREP results indicate that one of our high poverty elementary schools needs support in terms of principal leadership development. TELL survey results indicate a lack of trust and a low teacher morale in this school. Additionally, this school had three times the teacher turn over of other district schools.

List the data sources used to identify the barriers.

- TELL Survey
- Teacher and Principal Evaluation Results
- KPrep Data
- Parent Surveys
- Teacher Retention Data

What are the root causes of those identified barriers?

- Lack of trust within the school culture
- Lack of guidance and support for teachers
- Lack of student discipline
- minimal parent involvement

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?

Most teachers and leaders attained high scores on the Professional Growth and Effectiveness System metric. But TELL survey results reveal a lack of trust and lack of support in one high poverty school.

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

The district has a rigorous recruitment, screening and teacher development program. All teachers are teaching in the fields in which they are certified. Teacher Retention Data shows that with the exception of one school, teacher retention percentages are above state averages.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Teachers of Limited English Proficient Children and Exceptional Children and Youth undergo the same rigorous screening, recruitment, and development as general education teacher. All teachers must be certified in the field to which they are assigned. The teacher development process includes assignment of a mentor teacher, participation in professional learning communities and opportunities for job embedded professional development.

Recruitment and Retention: How does the district analyze student level data to design targeted recruitment of effective and diverse teachers and leaders?

The district analyzes disaggregated KPREP data for evidence of student achievement gaps and teacher effectiveness. District and building leaders actively recruit teacher effective an diverse teachers and leaders to help address student achievement gaps. To retain effective and diverse teachers and leaders, the district provides opportunities for professional leadership and professional growth.

Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?

The district has a rigorous recruitment, screening and development process for teachers. The District Personnel Director attends Teacher Recruitment Job Fairs at universities in Kentucky and neighborig states. The screening process includes personal interviews with teachers with questions designed to reveal teacher effectiveness in teaching and supporting diverse learners including minority students, low income students, students with disabilities and students with limited English proficiency. Professional development regarding effective strategies for teaching ESL students, students in poverty and students with disabilities are included in the New Teacher Academy. and as part of the professional development for school based professional learning communities.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

The district recruits effective teachers and leaders to its high poverty, high minority, lowest achieving schools and schools with higher populations of Limited English Proficient or Exceptional Children and Youth through strong partnerships with Teacher Education programs at Western Kentucky University and other universities in this region. Through a partnership with WKU, called TopPrep, preservice teachers work side by side with master teachers in high poverty schools during their first two years of university training. Within the classroom setting, university students are able to learn effective strategies for instructing students learning English, students in poverty and students with disabilities and they are even able to coteach with our classroom teachers. Through this partnership, our principals are able to begin recruiting and coaching talented educators early in their university preparation program.

Additionally, our district and our schools cultivate a strong positive culture of professional growth, mutual support, innovative practice and community service. As a result, we entertain many classified and certified applicants. Through a rigorous screening and induction process we are able to recruit highly effective teachers and leaders for high poverty schools.

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

The district retains effective teachers in high poverty, high poverty, high minority schools through a rigorous induction program. New teachers are assigned a mentor teacher and they are assigned to grade level and content Professional Learning Communities. Mentor teachers and PLCs provide ongoing support and guidance to newly hired teachers. Additionally, the district offers a New Teacher Academy for all new hires. New teachers meet quarterly to discuss effective instructional strategies for diverse populations. Each school maintains a strong, positive culture to ensure that new teachers have multiple opportunities for professional growth.

Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

First year and inexperience teachers are assigned a teacher mentor and are also assigned to grade level and content Professional Learning Communities within their respective schools. Teacher mentors and PLCs mentor new teachers throughout the school year. They assist new teachers with problems of practice and data study. Additionally, all new teachers participate in the New Teacher Academy. They meet quarterly with district level administrators to study effective instructional strategies for teaching and supporting at risk learners.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?

Teachers scoring below "accomplished" on domains 2 and 3 are assigned a mentor teacher to assist them them in developing more effective practice with respect to classroom environment and instruction and assessment strategies. The mentor teacher assists the struggling teacher with problems of practice and provides feedback and coaching to improve instruction.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

The superintendent discusses individual school TELL survey results with each principal. TELL survey results are used to guide leadership and teacher professional development planning and school and district improvement planning.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal: The district will recruit, retain and develop highly qualified leaders and teachers for all of our schools in all of our classrooms.

Strategy: All classified and certified staff who make application to Bowling Green Independent Schools will undergo a rigorous screening process.

Strategy: All new staff will participate in a year long induction process including The New Teacher Academy, mentoring by an experienced teacher and participation in one or more Professional Learning Communities

Goal: The district will maintain a strong, positive culture in each building so that highly effective teachers maintain continuous professional growth.

Strategy: Results of the TELL survey will be used to plan principal and teacher professional growth activities.

Strategy: Teachers will be coached and encouraged through participation in Professional Learning Communities

Strategy: Each elementary school will employ a teacher leader as curriculum and instruction coach to assist teachers in designing rigorous student learning activities and assessments aligned with grade level academic standards.