



Strategic Plan 2016 - 2019

Vision:

Excellence Is Worth The Effort

Mission:

***Building on a tradition of excellence,
Bowling Green Schools lead the way in education for all.***

Value Words:

Excellence • Innovation • Diversity • Relationships • Tradition

Objective 1: STUDENT ACHIEVEMENT Provide learning opportunities and support, preparing all students for life.

Target 1: 100% of BGISD schools will reorganize school leadership to promote student achievement.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Reallocate funds to allow for the employment of instructional coaches.	<ul style="list-style-type: none"> 100% of instructional coaches are fully staffed in the elementary schools for the 2016-17 school year and will lead and monitor the Response to Intervention process. Each year, BGISD will meet the state proficiency target for combined reading and math. 	Superintendent Central Office Personnel Principals			
Provide opportunities for teachers as leaders.	<ul style="list-style-type: none"> 100% of school schedules will be reorganized to provide time for vertical learning teams. Vertical learning teams will be led by a teacher leader focusing on student data, student work, and professional development needs to improve student achievement. 	Principals Teachers Central Office Personnel			
Provide opportunities for student leadership and academic excellence.	<ul style="list-style-type: none"> 100% of schools will participate in leadership programs. 100% of schools will participate in student-led leadership days. 100% of schools will reach their proficiency goal on the state assessment. 	Principals Teachers Central Office Personnel			

Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavioral needs.

Objective 1: STUDENT ACHIEVEMENT Provide learning opportunities and support, preparing all students for life.

Target 2: BGISD schools will reduce the number of students performing at the Novice level by 10% each year for three years.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Revise the Response to Intervention system to make the process consistent across all schools.	<ul style="list-style-type: none"> All schools will implement a behavior intervention system to reduce the number of office referrals by 10% each year for three years. The number of Novice performers will decrease by 10% each year for three consecutive years on the reading and math state assessments. 100% of all schools will analyze their Response to Intervention system to include Novice Reduction Strategies. 	School Psychologists Principals Assistant Principals			
Provide a consistent model and expectations for co-teaching partners.	<ul style="list-style-type: none"> 100% of co-taught classes will adopt at least two evidence based co-teaching strategies each year for the next three years. 100% of co-taught classes will be observed and given feedback using effective practice cited by the co-teaching model. The percentage of Exceptional Child Services and English Language Learning students scoring at the Novice level in reading and math will decrease by 10% each year for three consecutive years. 	Principals Assistant Principals Teachers Central Office Personnel			

Objective 1: STUDENT ACHIEVEMENT Provide learning opportunities and support, preparing all students for life.

Target 3: 100% of BGISD schools will provide a comprehensive program for gifted and talented students.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Improve the identification process for alignment of gifted and talented services.	<ul style="list-style-type: none"> Increase the number of identified gifted and talented students at the district's Title I elementary schools by 50% by 2019. Professional development will be provided to 100% of teachers each year regarding the gifted and talented identification process and differentiation of instructional units for gifted children. 100% of classroom teachers with formally identified gifted and talented students will have documentation of areas of identification and services provided. 	Central Office Personnel Instructional Coaches Principals GT Teacher			

Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavioral needs.

Co-teaching means two equally qualified teachers who may or may not have the same area of expertise, jointly deliver instruction to a group of students.

Co-teaching models include: 1. Parallel teaching in which two teachers each teach half of the class the same material for the primary purpose of fostering instructional differentiation and increasing student participation. 2. Alternative teaching in which one teacher works with most students while the other works with a small group of students for remediation, enrichment, assessment, preteaching or another purpose. 3. Teaming in which both teachers lead large-group instruction by both lecturing, presenting opposing views in a debate, illustrating two ways to solve a problem, etc. 4. One teach, one assist in which one teacher leads instruction while the other circulates among the students offering individual assistance. 5. Station teaching in which instruction is divided into three nonsequential parts and students rotate from station to station, being taught by the teachers at two stations and working independently at the third.

Objective 2: OUTSTANDING EMPLOYEES Recruit, hire and retain outstanding employees.

Target 1: Improve the attendance rate of employees by lowering the number of sick/personal days used per employee to 7.85 by 2018-2019.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Recognize and reward employees with exceptional attendance rates.	Reduce the number of sick/personal days used per employee to the following: <ul style="list-style-type: none"> • 8.15 days per employee in 2016-2017 • 8.00 days per employee in 2017-2018 • 7.85 days per employee in 2018-2019 	Director of Personnel			
Monitor and communicate employee attendance data with all employees on a regular basis.	Reduce the number of sick/personal days used per employee to the following: <ul style="list-style-type: none"> • 8.15 days per employee in 2016-2017 • 8.00 days per employee in 2017-2018 • 7.85 days per employee in 2018-2019 	Director of Personnel			
Communicate the personal financial value of sick days to all employees.	Reduce the number of sick/personal days used per employee to the following: <ul style="list-style-type: none"> • 8.15 days per employee in 2016-2017 • 8.00 days per employee in 2017-2018 • 7.85 days per employee in 2018-2019 	Director of Personnel District Supervisors School Principals			

Target 2: Recruit classified applicants and substitute teachers and increase applicant pool by 5% each year.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Communicate, promote, and advertise classified job opportunities and substitute teaching opportunities.	<ul style="list-style-type: none"> • Increase classified applicant pool and substitute teachers by 5% each year: 2016-2017, 2017-2018, and 2018-2019. 	District Personnel Department			

The average number of sick/personal days per employee from 2013 - 2015 was 8.18. This average includes days used for maternity/paternity leave. The classified database for 2015-16 included 204 classified applicants and 121 substitute teachers.

Objective 3: EFFICIENT FINANCIAL PROCESSES Provide responsible, efficient and transparent processes for district spending.

Target 1: 90% of payroll transactions will be paperless and provide efficient and reportable transactions.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Revise and implement payroll process to utilize district finance software modules and maximize efficiency and transparency.	<ul style="list-style-type: none"> By year 2017-2018, 90% of payroll process to be paperless including time recording and data entry system. 	District Finance Department	n/a		

Target 2: 100% of employee reimbursements will be paperless and provide efficient and reportable transactions.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Revise and implement employee reimbursement process to utilize district finance software modules and maximize efficiency and transparency.	<ul style="list-style-type: none"> By year 2018-2019, 100% of reimbursements to employees will be paperless. 	District Finance Department	n/a	n/a	

Target 3: 90% of tuition payments to be completed online through a paperless system, and provide efficient and reportable transactions.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Revise and implement tuition payment process to utilize district finance software modules and/or external vendor to maximize efficiency and transparency.	<ul style="list-style-type: none"> By year 2017-2018, 90% of tuition payments to be completed online. 	District Finance Department Pupil Personnel Department	n/a		

The BGISD Finance Department will utilize the state-required school financial software MUNIS and MUNIS's investment analysis team to provide feedback on the district's use of software modules already available to the district with no additional software purchases.

The district will also review several existing vendors (such as MyPayments Plus and Infinite Campus) with online payment capabilities for ALL district payments to be available through an online payment portal.

Objective 4: ENGAGING STAKEHOLDERS Create and implement processes to increase communication and engagement of all district stakeholders.

Target: 100% of all stakeholders will have ability for two-way communication with the school district and district personnel.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Increase two-way communication with student households using digital tools.	By 2018-2019, 100% of households will have ability for two-way communication with BGISD, including parent portal, online student registration, and household notifications through phone, email, and (optional) SMS text.	Central Office Personnel School Principals			
Develop intentional processes to engage community members in all schools.	By 2018-2019, develop ongoing districtwide partnerships with at least 20 local businesses and organizations to support district initiatives.	Central Office Personnel School Principals			
Establish annual fundraising and support activities for the BGISD Foundation, Inc.	Raise \$20,000 annually through local funds for annual Foundation grants and activities. Fundraising activities to include but not be limited to Foundation events, mailers, and BGISD employee payroll contributions.	Foundation Board of Directors Foundation Advisory Board			

Online registration for all student households is scheduled to begin in August 2016. BGISD will utilize a software component available through the state-required student database, Infinite Campus. The add-on will allow parents and guardians to complete school enrollment paperwork electronically. All households will have access to the online registration portal either through their personal computers and smart phones with internet connections, or at school, with scheduled times in school labs or during school office hours at school kiosks. Through the registration process, the district will be provided household contact information (address, phone and email). Schools will work to remind parents/guardians to keep contact information updated throughout the school years with school-specific activities.

Mass communication in 2016-17 will be provided by SchoolMessenger, which uses household contact data from Infinite Campus to send phone calls, email, and text messages.

The priority of Foundation activities beginning in July 2016 will be to continue to support TEaCH 2 Engage, which began in 2015-16 and provided \$15,000 in funding for classroom technology.

Objective 5: INNOVATIVE TECHNOLOGY IMPLEMENTATION Inspire and develop innovative technology implementation in all schools.

Target 1: Install and maintain infrastructure in 100% of schools to enable access and effective use.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Establish and maintain a robust infrastructure for ubiquitous connectivity including integrated technology systems to support management, operations, teaching, and learning.	Increase wi-fi access points for high speed internet by 25 each year to total 384 across the district by 2019. Access points will allow all stakeholders ability to connect online within the school buildings.	District Technology Department	n/a		
Implement powerful individual learning devices, high-quality digital hardware, and other technology tools. (i.e chromebooks, tablets, Z-space)	By implementing one-to-one initiative with all BGHS freshman in 2016, and continuing each year through 2019; 75% of high school students have individual devices by 2019. All other schools will increase number of student devices by 50%.	District Technology Department School Principals			

Target 2: Use data to analyze and make decisions related to technology-based learning opportunities for all schools.

Strategy	Measurable Goals	Leadership	Year 1	Year 2	Year 3
Implement an annual comprehensive district technology survey of teachers to assist with district and school decision-making in the area of instructional technology.	Participation in professional learning opportunities: <ul style="list-style-type: none"> • Baseline Data Established in 2016-17 • Increase by 15% in 2017-18 • Increase by 15% in 2018-19 Number of lessons designed using the SAMR* model: <ul style="list-style-type: none"> • Baseline Data Established in 2016-17 • Increase by 10% in 2017-18 • Increase by 10% in 2018-19 Number of personalized learning resources utilized in classrooms: <ul style="list-style-type: none"> • Baseline Data Established in 2016-17 • Increase by 10% in 2017-18 • Increase by 10% in 2018-19 Number of project-based, real-world learning opportunities: <ul style="list-style-type: none"> • Baseline Data Established in 2016-17 • Increase by 10% in 2017-18 • Increase by 10% in 2018-19 Total classroom technology needs: <ul style="list-style-type: none"> • Baseline Data Established in 2016-17 • Decrease by 10% in 2017-18 • Decrease by 10% in 2018-19 	District Technology Department Central Office Personnel School Principals			
Annually develop school and district technology plans to address purchasing and utilizing relevant educational technology tools, the sustainability of devices, and collaboration and support.	Beginning in 2016-17, 100% of schools will implement a technology plan to be reviewed annually.	District Technology Department School Principals School Technology Specialists			

SAMR is a model designed to help educators infuse technology into teaching and learning. Letters stand for Substitution, Augmentation, Modification, and Redefinition. The goal is to transform learning experiences so they result in higher levels of achievement for students.