



Comprehensive School Improvement Plan

Berea Community High School

Berea Independent

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

The equity data shows;

1. Percent of students identified for free and reduced lunch is at 59%. This provides many areas of celebration and challenges. We celebrate our focus on providing opportunities in learning, purpose and pride. With over 90% of our students involved in one or more activity outside of the classroom, we see great growth in student leadership. Our challenge is supporting the large number of students that have barriers to learning in middle grades with restrictive income.
2. The percents of students with disabilities is at 11%. We celebrate our thorough identification process in this program, and the resources that are developed to ensure opportunities for all students. However, we are still challenged to ensure that growth for students with disabilities meet their individual needs for success.

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

There are two main identified barriers;

1. Addressing Career Readiness - we have not taken full advance of Career and Technical identification to result in Career Readiness increase.

Root Causes; Focus on academic needs and college going culture rather than career readiness needs.

2. Parent Involvement - we have not been able to fully develop a sustained increase in parent involvement.

Root Causes; In consistent Communication, out reach ineffective, parent education level

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Berea High Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

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

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

Goal 1:

All students at Berea Community High School will demonstrate proficient writing

Measurable Objective 1:

A 30% increase of Students with Disabilities students will demonstrate a proficiency on the on demand assessment in Writing by 06/30/2017 as measured by On Demand Writing Assessment.

Strategy1:

Literacy Strategies - Teachers will be trained in writing strategies for all students. Teachers will also receive training on students with disabilities and accommodations for writing. The SBDM will review and revise the Writing Plan and Program for Berea Community Middle and High School.

Category: Professional Learning & Support

Research Cited: Gaskins, Jacob C. "Teaching Writing to Students with Learning Disabilities: The Landmark Method." TETYC. 22.2 (1995): 116-122.

This article lays out the basic principles of the Landmark Method of teaching writing to LD students. Gunning, Thomas G. Assessing and Correcting Reading and Writing Difficulties. Boston: Allyn and Bacon, 1998.

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This impressive text is mostly geared toward teachers of children with learning disabilities, but there are quite a few useful teaching and learning strategies that will apply to post-secondary students as well.

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in writing strategies designed to increase proficiency for students with and without disabilities.	Professional Learning	01/05/2015	01/02/2017	\$2500 - School Council Funds	Principal with assistance from Director of Exceptional Children

Goal 2:

The percentage of students scoring novice on End of Course assessments in English II, Biology, US History, and Algebra II will be reduced by 50%.

Measurable Objective 1:

50% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth toward proficiency on in Mathematics by 09/30/2017 as measured by Algebra II End of Course Assessment.

Strategy1:

Professional Learning Teams - All teachers will participate in professional learning teams that focus on analysis of student, classroom and school data; strategy development; and effective curriculum alignment.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning teams will meet weekly, and focus on analysis of student, classroom and school data; strategy acquisition and curriculum alignment.	Professional Learning	01/03/2017	09/30/2017	\$200 - School Council Funds	Principal

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

All Students in grades 6-12 participated in a plus/delta exercise by seminar groups. The results will be compiled and analyzed for work on comprehension improvement plan.

Parent and Teacher Representatives of the School Council - Jon Saderholm (P), J Hunter Morgan (P), Cristina Correa (P), Linda Williams (T), Angela Baker (T), Angie West (T), Eef Fontanez (T)

Administrative Team - Donna Lovell (Principal), Luke Wright (Counselor), Eef Fontanez (Counselor), Wayne Robertson (Counselor), Charlotte Haycraft (Academic Specialist)

Professional Learning Teams - consists of all teachers. Teachers analyzed needs assessments by departments to develop draft goals, strategies and activities.

COMPASS Team - consists of various teachers and parents, meets bi monthly. The team participated in a plus/delta exercise. The results were compiled and analyzed for comprehensive school improvement work.

Relationship Building

Overall Rating: 3.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

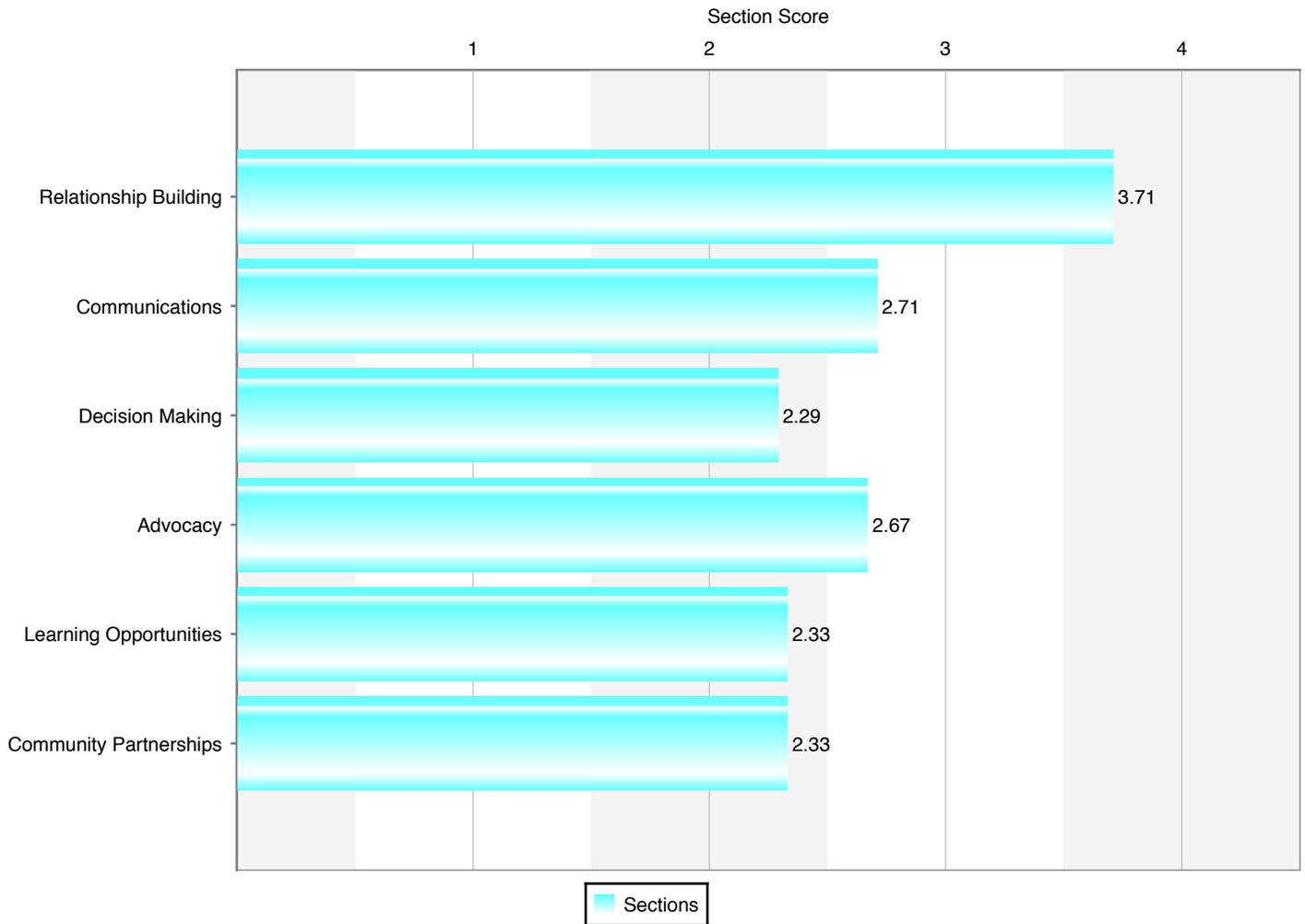
Reflect upon your responses to each of the Missing Piece objectives.

Our areas of strength would be one way communication to provide information and resources. We have worked over the past year to increase two way communication and student led conferences.

Our areas of weakness are the development of parent and community partnerships and leadership within our school. While we informally partner with our community leaders, we have not established a system to best suit the needs of our students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All Students in grades 6-12 participated in a plus/delta exercise by seminar groups. The results will compiled and analyzed for work on comprehension improvement plan.

Parent and Teacher Representatives of the School Council - Jon Saderholm (P), J Hunter Morgan (P), Linda Williams (T), Eddie Sexton (T), Angie West (T)

Administrative Team - Donna Lovell (Principal), Luke Wright (Counselor), Eef Fontanez (Counselor), Wayne Robertson (Counselor), Charlotte Haycraft (Academic Specialist), Eddie Sexton (Middle School Instructional Coach/Teacher)

COMPASS Team - consists of various teachers and parents, meets bi monthly. The team participated in a plus/delta exercise. The results were compiled and analyzed for comprehensive school improvement work.

Academic Department Teams of Teachers participated in a plus/delta exercise, The results were compiled and developed into strategies to meet the goals established by the School Council.

The School Council then adopted the School Improvement Plan as developed through collaboration of the needs assessments and teacher/parent involvement.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All Students in grades 6-12 participated in a plus/delta exercise by seminar groups. The results will compiled and analyzed for work on comprehension improvement plan.

Parent and Teacher Representatives of the School Council - Jon Saderholm (P), J Hunter Morgan (P), Linda Williams (T), Eddie Sexton (T), Angie West (T)

Administrative Team - Donna Lovell (Principal), Luke Wright (Counselor), Eef Fontanez (Counselor), Wayne Robertson (Counselor), Charlotte Haycraft (Academic Specialist), Eddie Sexton (Middle School Instructional Coach/Teacher)

COMPASS Team - consists of various teachers and parents, meets bi monthly. The team participated in a plus/delta exercise. The results were compiled and analyzed for comprehensive school improvement work.

Academic Department Teams of Teachers participated in a plus/delta exercise, The results were compiled and developed into strategies to meet the goals established by the School Council.

The School Council then adopted the School Improvement Plan as developed through collaboration of the needs assessments and teacher/parent involvement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

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The improvement plan was presented to the School Council, COMPASS Team, and made available for all other stakeholders through email and digital posting.

Phase I - Needs Assessment

Introduction

The purpose of the School 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?

For Berea Community High School there were 4 distinct questions for us to answer to begin our comprehensive improvement planning;

1. What is our mission?
2. What are we doing well to meet our mission?
3. What do we need to improve on to meet our mission?
4. How can we reduce the percent of students scoring novice in reading and math?

In the end, the four questions combined into one focus...What do we need to sustain growth and meet the needs of all students with our mission in mind?

To begin our work we looked at Assessment Data (KPREP, ACT, MAP Assessment, EXPLORE, PLAN, COMPASS, AP, PSAT, EOC, and learner checks), Behavioral Data (IC behavior reports, IC attendance reports, Safe School Reports and Persistence to Graduation Report), and Vision/Mission/Strategic Plan work.

In the end the data pointed directly at 3 overarching goals for our school;

1. All students will meet benchmark for College and Career Readiness
2. All students will progress one year for one year of instruction.
3. All students will develop 21st century skills - compassion, collaboration, civic engagement, technology, and respect

The data analyzed told us that we are seeing growth in all areas to support our mission. However, the growth is not meeting our expected rate to reach our goals over the next two years, With this in mind, we have developed our plan to address needs and best practices to fully reach our goals.

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?

Are areas of strengths are as noted;

Assessment Data - Writing, EOC and ACT/PLAN scores exhibiting growth over past three years; Notable increase in Program Review Scores and EOC scores.

Behavioral Data - significant decrease in behavior referrals, including suspensions; increase in attendance rate

Vision/Mission/Strategic Plan - Strong mission that is easily identifiable by students. Leader in Me/7 Habits of Effective People Process in implementation. Leadership driven school for student opportunities. This has also created opportunity for implementation of Proactive Behavior Intervention Support system.

Opportunities for Improvement

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

Opportunities for Improvement as noted;

Assessment Data - Gap students not making equivalent growth to narrow gap in reading and math;

Behavior Data - increase in classroom disruptions have caused concerns

TELL survey showed decrease in perceived shared leadership and support.

Conclusion

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

Next steps are detailed in the 2016 school improvement plan;

Seminar program will continue to address interventions and enrichment to address student needs.

Teachers will be provided additional professional development in writing, student engagement, teaching students of poverty and assessment

School will review and revise behavioral intervention system to increase behavioral interventions.

Opportunities for student and teacher leadership will continue to be invested in for the success of our school.

2017 BCCHS Comprehensive School Improvement Plan

Overview

Plan Name

2017 BCHS Comprehensive School Improvement Plan

Plan Description

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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	Berea Community Middle School Faculty and Staff will develop a plan to address needs identified in the Program Reviews.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
2	Increase the college and career readiness rate from 52 to 62 by 2017.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$2500
3	All students at Berea Community High School will demonstrate proficient writing	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3000
4	The percentage of students scoring novice on End of Course assessments in English II, Biology, US History, and Algebra II will be reduced by 50%.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Berea Community High School will increase the percent of students meeting CCR benchmarks	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2500
6	Berea Community High School will collaborate with our parents and community to increase student achievement	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$1000

Goal 1: Berea Community Middle School Faculty and Staff will develop a plan to address needs identified in the Program Reviews.

Measurable Objective 1:

complete a portfolio or performance that provides completion of identified needs from Program reviews in Practical Lv/Vocational Studies; Writing; Arts and Humanities by 06/30/2014 as measured by Annual Program Review submission.

Strategy 1:

Team Work - Following the submission of each Program Review, a team of teachers will identify all needs and present a plan of action based on the needs to the SBDM.

Category:

Research Cited: Planning for improvement

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team will create action plan based on needs identified in the program review	Policy and Process	06/01/2013	04/30/2014	\$500	School Council Funds	Principal

Goal 2: Increase the college and career readiness rate from 52 to 62 by 2017.

Measurable Objective 1:

62% of All Students will collaborate to increase rate of college and career readiness in Career & Technical by 06/30/2017 as measured by ACT, KOSSA, COMPASS, KYOTE, WorkKeys and TEDS data..

Strategy 1:

Academic Interventions - Student needs in the areas of college and career readiness will be identified and addressed through a system of interventions. Interventions will target English, Reading and Math for ACT (College Readiness).

Category: Learning Systems

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

National Association of Secondary School Principals. (2002). What the research shows: Breaking ranks in action. Reston, VA: Author.National Association of Secondary School Principals. (2004). Breaking ranks II:Strategies for leading high school reform. Reston, VA: Author.

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National Commission on the High School Senior Year. (2001). Raising our sights:No high school senior left behind. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

Activity - Seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting benchmarks in Reading, English and Math will be identified and placed in 35 minute daily seminars. Seminars will address individual and group needs in the academic areas to ensure meeting of benchmarks.	Academic Support Program	01/05/2015	06/30/2017	\$1000	General Fund	Principal, Teachers, Counselors

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Response to Intervention System will be used to identify students in tiers 2 and 3 which need interventions. Tier 2 students will be serviced through seminar program. Tier 3 students will be serviced through seminar program and additional services.	Academic Support Program	01/05/2015	09/30/2017	\$0	General Fund	Principal, Counselor, Teacher, School Psychologist

Strategy 2:

Career Pathways - The school will work to revise, develop and expand the Career Pathways offered to all students. The Career Pathways will be communicated to all students, faculty, staff and parents. The Career Pathways will be recorded within the Individual Learning Plans of each student, and monitoring of implementation will occur.

Category: Career Readiness Pathways

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

National Association of Secondary School Principals. (2002). What the research shows: Breaking ranks in action. Reston, VA: Author.National Association of

Secondary School Principals. (2004). Breaking ranks II:Strategies for leading high school reform. Reston, VA: Author.

National Commission on the High School Senior Year. (2001). Raising our sights:No high school senior left behind. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

Activity - Student Identification of Needs in Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be surveyed as to their interest in specific career pathways. Career Pathways to be offered by our school will be identified.	Career Preparation/Orientation	01/05/2015	06/30/2017	\$0	No Funding Required	Counselors

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Activity - Communication of Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Career Pathways to be offered for the school will have a developed sequence of courses produced. These will be communicated to all faculty and staff by Counseling Office. These will be communicated to all students and parents by Counseling Office. Counseling Office will use face to face communication, website, digital media and hard copies of pathway course sequence.	Career Preparation/Orientation	01/05/2015	09/30/2017	\$1000	Career and Technical Education Funds	Counselors with assistance from Director of Districtwide Services and Principal
Activity - Increase dual enrollment and extended offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Career Pathways will have identified extended opportunities in dual enrollment, Advanced Placement Courses, and articulation agreement with higher education.	Career Preparation/Orientation	03/27/2015	06/30/2017	\$500	Career and Technical Education Funds	Counselors, CTE Teachers, Arts/Humanities Teachers with the assistance of the Director of Districtwide Services and Principal

Goal 3: All students at Berea Community High School will demonstrate proficient writing

Measurable Objective 1:

A 30% increase of Students with Disabilities students will demonstrate a proficiency on the on demand assessment in Writing by 06/30/2017 as measured by On Demand Writing Assessment.

Strategy 1:

Literacy Strategies - Teachers will be trained in writing strategies for all students. Teachers will also receive training on students with disabilities and accommodations for writing. The SBDM will review and revise the Writing Plan and Program for Berea Community Middle and High School.

Category: Professional Learning & Support

Research Cited: Gaskins, Jacob C. "Teaching Writing to Students with Learning Disabilities: The Landmark Method." TETC. 22.2 (1995): 116-122.

This article lays out the basic principles of the Landmark Method of teaching writing to LD students. Gunning, Thomas G. Assessing and Correcting Reading and Writing Difficulties. Boston: Allyn and Bacon, 1998.

This impressive text is mostly geared toward teachers of children with learning disabilities, but there are quite a few useful teaching and learning strategies that will apply to post-secondary students as well.

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Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in writing strategies designed to increase proficiency for students with and without disabilities.	Professional Learning	01/05/2015	01/02/2017	\$2500	School Council Funds	Principal with assistance from Director of Exceptional Children

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will develop a process to review and revise the School Writing Plan and Policy	Policy and Process	01/05/2015	09/30/2017	\$500	School Council Funds	Principal

Goal 4: The percentage of students scoring novice on End of Course assessments in English II, Biology, US History, and Algebra II will be reduced by 50%.

Measurable Objective 1:

50% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth toward proficiency on in Mathematics by 09/30/2017 as measured by Algebra II End of Course Assessment.

Strategy 1:

Seminars - Students will receive intervention 4 times per week in the area needed for 35 minutes each day.

Category: Other - Response to Intervention

Research Cited: Response to Intervention Support Systems

Activity - Identification of Novice Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students will potential to score in the novice range on End of Course Assessments through the use of MAP assessment	Academic Support Program	01/04/2016	09/30/2017	\$0	School Council Funds	Principal, Counselor, Academic Specialist

Goal 5: Berea Community High School will increase the percent of students meeting CCR benchmarks

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Measurable Objective 1:

increase student growth in all areas of College and Career Readiness by 09/30/2017 as measured by ACT, KOSSA, KYOTE, and other assessments related to CCR standards.

Strategy 1:

Seminars - Students will participate in daily interventions (35 minutes) to reach the benchmarks for College and Career Readiness.

Category: Learning Systems

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

National Association of Secondary School Principals. (2002). What the research shows: Breaking ranks in action. Reston, VA: Author. National Association of Secondary School Principals. (2004). Breaking ranks II: Strategies for leading high school reform. Reston, VA: Author.

National Commission on the High School Senior Year. (2001). Raising our sights: No high school senior left behind. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

Activity - Identification of Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will be identified by ACT scores, and practice ACT which is conducted 3 times per year for placement in specific seminars.	Academic Support Program	01/03/2017	09/30/2017	\$0	School Council Funds	Principal School Counselor GEAR UP Academic Specialist

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Resources will be identified for use in seminars to meet academic benchmarks	Academic Support Program, Direct Instruction	01/03/2017	09/30/2017	\$1000	School Council Funds	Principal School Counselor GEAR UP Academic Specialist

Strategy 2:

Career Pathways - Each Student will identify Career Pathways, and be guided to complete the pathway prior to graduation.

Category: Learning Systems

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

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Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

National Association of Secondary School Principals. (2002). What the research shows: Breaking ranks in action. Reston, VA: Author. National Association of Secondary School Principals. (2004). Breaking ranks II: Strategies for leading high school reform. Reston, VA: Author.

National Commission on the High School Senior Year. (2001). Raising our sights: No high school senior left behind. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

Activity - Career Pathways will be communicated	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Pathway materials will be communicated to all teachers, students and parents in a manner to increase awareness and knowledge.	Career Preparation/Orientation	01/03/2017	09/30/2017	\$500	School Council Funds	Principal School Counselor

Activity - Pathway Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Student will receive a pathway guide for their selected pathway. The guide will serve as Individual Learning Plan during high school.	Career Preparation/Orientation	01/03/2017	09/30/2017	\$1000	School Council Funds	Principal School Counselor

Goal 6: Berea Community High School will collaborate with our parents and community to increase student achievement

Measurable Objective 1:

collaborate to increase the methods of communication by 09/30/2017 as measured by Parent and Community Survey.

Strategy 1:

Develop School Communication System - Develop System of School Communication - Using the policy on Communication, a system will be put in place to effectively use and collect data on use by School.

Category: Stakeholder Engagement

Research Cited: Commonwealth Institute for Parent Leadership.

Epstein, J. (1995). School/Family/Community Partnerships: Caring for the Children we Share. Phi Delta Kappan, 76(9) 701-712.

Fielding, L., Kerr, N. and Rossier, P. (2007). Annual Growth for All Students, Catch-up Growth

for Those Who Are Behind.

Kennewick, WA: The New

Foundation Press.

SY 2016-2017

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Henderson, A., Jacob, B., Kernan- Schloss, A., & Raimondo, B. (2004). The Case for Parent Leadership. Arlington, VA: KSA Plus Communications.
Henderson, A. & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Corporation (SEDL).
National Children's Reading Foundation.
National Parent-Teacher Association. National Standards for Family-School Partnerships.
The Prichard Committee for Academic Excellence, Top 20 by 2020 Initiative.

Activity - System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Defined systems of school communication will be tracked on weekly basis	Community Engagement, Parent Involvement	01/03/2017	09/29/2017	\$0	No Funding Required	Principal

Measurable Objective 2:

collaborate to parent and community involvement within the school by 09/29/2017 as measured by Volunteer Hours and Meeting Minutes.

Strategy 1:

Engagement - Using Monthly Meetings for Parents and Community Members to learn more about our school, we will seek to engage volunteers and involvement.

Category: Stakeholder Engagement

Research Cited: Commonwealth Institute for Parent Leadership.

Epstein, J. (1995). School/Family/Community Partnerships: Caring for the Children we Share. Phi Delta Kappan, 76(9) 701-712.

Fielding, L., Kerr, N. and Rossier, P. (2007). Annual Growth for All Students, Catch-up Growth for Those Who Are Behind.

Kennewick, WA: The New Foundation Press.

Henderson, A., Jacob, B., Kernan- Schloss, A., & Raimondo, B. (2004). The Case for Parent Leadership. Arlington, VA: KSA Plus Communications.

Henderson, A. & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Corporation (SEDL).

National Children's Reading Foundation.

National Committee for Citizens in Education (1987). The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. An Annotated Bibliography. (A. Henderson, Editor) (ERIC document number ED315199)

National Parent-Teacher Association. National Standards for Family-School Partnerships.

The Prichard Committee for Academic Excellence, Top 20 by 2020 Initiative.

Activity - Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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Monthly meetings for community members and parents to visit our school and learn more about how they can become involved.	Community Engagement, Parent Involvement	01/03/2017	09/29/2017	\$1000	School Council Funds	Principal
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Seminars	Students not meeting benchmarks in Reading, English and Math will be identified and placed in 35 minute daily seminars. Seminars will address individual and group needs in the academic areas to ensure meeting of benchmarks.	Academic Support Program	01/05/2015	06/30/2017	\$1000	Principal, Teachers, Counselors
Response to Intervention	The Response to Intervention System will be used to identify students in tiers 2 and 3 which need interventions. Tier 2 students will be serviced through seminar program. Tier 3 students will be serviced through seminar program and additional services.	Academic Support Program	01/05/2015	09/30/2017	\$0	Principal, Counselor, Teacher, School Psychologist
Total					\$1000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication of Career Pathways	Identified Career Pathways to be offered for the school will have a developed sequence of courses produced. These will be communicated to all faculty and staff by Counseling Office. These will be communicated to all students and parents by Counseling Office. Counseling Office will use face to face communication, website, digital media and hard copies of pathway course sequence.	Career Preparation/Orientation	01/05/2015	09/30/2017	\$1000	Counselors with assistance from Director of Districtwide Services and Principal
Increase dual enrollment and extended offerings	Identified Career Pathways will have identified extended opportunities in dual enrollment, Advanced Placement Courses, and articulation agreement with higher education.	Career Preparation/Orientation	03/27/2015	06/30/2017	\$500	Counselors, CTE Teachers, Arts/Humanities Teachers with the assistance of the Director of Districtwide Services and Principal
Total					\$1500	

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School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways will be communicated	Career Pathway materials will be communicated to all teachers, students and parents in a manner to increase awareness and knowledge.	Career Preparation/Orientation	01/03/2017	09/30/2017	\$500	Principal School Counselor
Planning	Team will create action plan based on needs identified in the program review	Policy and Process	06/01/2013	04/30/2014	\$500	Principal
Identification of Novice Students	Identify students will potential to score in the novice range on End of Course Assessments through the use of MAP assessment	Academic Support Program	01/04/2016	09/30/2017	\$0	Principal, Counselor, Academic Specialist
Writing Plan	The SBDM will develop a process to review and revise the School Writing Plan and Policy	Policy and Process	01/05/2015	09/30/2017	\$500	Principal
Identification of Students	Student will be identified by ACT scores, and practice ACT which is conducted 3 times per year for placement in specific seminars.	Academic Support Program	01/03/2017	09/30/2017	\$0	Principal School Counselor GEAR UP Academic Specialist
Meetings	Monthly meetings for community members and parents to visit our school and learn more about how they can become involved.	Community Engagement, Parent Involvement	01/03/2017	09/29/2017	\$1000	Principal
Intervention Resources	Intervention Resources will be identified for use in seminars to meet academic benchmarks	Academic Support Program, Direct Instruction	01/03/2017	09/30/2017	\$1000	Principal School Counselor GEAR UP Academic Specialist
Pathway Guides	Each Student will receive a pathway guide for their selected pathway. The guide will serve as Individual Learning Plan during high school.	Career Preparation/Orientation	01/03/2017	09/30/2017	\$1000	Principal School Counselor
Teacher Training	Teachers will be trained in writing strategies designed to increase proficiency for students with and without disabilities.	Professional Learning	01/05/2015	01/02/2017	\$2500	Principal with assistance from Director of Exceptional Children
Total					\$7000	

No Funding Required

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

Berea Community High School

System	Defined systems of school communication will be tracked on weekly basis	Community Engagement, Parent Involvement	01/03/2017	09/29/2017	\$0	Principal
Student Identification of Needs in Career Pathways	Students will be surveyed as to their interest in specific career pathways. Career Pathways to be offered by our school will be identified.	Career Preparation/Orientation	01/05/2015	06/30/2017	\$0	Counselors
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Berea Community High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Berea Community High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Berea Community High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.berea.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school 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
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

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 school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the average freshman graduation rate from 93.8% to 98% by 2017

Measurable Objective 1:

collaborate to to increase average graduation rate from 91.4% to 96.3%. by 06/30/2017 as measured by Average Freshmen Graduation Rate.

Strategy1:

Student Identification of Needs - Students will be identified, and self assess for identification for needs to ensure graduation. The Persistence to Graduation Report will be used, as well as student goal setting and self assessment of needs.

Category: Persistence to Graduation

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

National Association of Secondary School Principals. (2002). What the research shows: Breaking ranks in action. Reston, VA:

Author.National Association of Secondary School Principals. (2004). Breaking ranks II:Strategies for leading high school reform. Reston, VA: Author.

National Commission on the High School Senior Year. (2001). Raising our sights:No high school senior left behind. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

Activity - System of Proactive Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS system will continued to be monitored, reviewed and revise to better meet needs of all students. Quaterly reports from team will be made to the SBDM and Board of Education.	Behavioral Support Program	01/05/2015	06/30/2017	\$500 - School Council Funds	Principal Assistant Principal Counselor

Strategy2:

Advisory Program - A program will be developed at each grade level that addresses; 7 Habits of Effective People, Leadership, and 21st Century Skills as defined by the Strategic Plan for the Berea Board of Education.

Category: Integrated Methods for Learning

Research Cited: DiMartino, J. & Wolk, D. (2010). The Personalized High School: Making Learning Count for Adolescents. Jossey-Bass: San Francisco, CA.

Malone, H. J. (2009, Fall). Build a bridge from high school to college: Transition programs are essential for many disadvantaged students.

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Phi Kappa Phi Forum. Retrieved from http://findarticles.com/p/articles/mi_qa4026/is_200910/ai_n39234016/.

Activity - Advisory Program Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will develop a curriculum for each grade level that can be delivered in weekly advisory classes. The curriculum will include the 7 Habits of Effective People, 21st Century Skills (as defined by the Berea Board of Education Strategic Plan), Leadership, and College Career Pathway Preparation.	Career Preparation/Orientation	01/04/2016	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Counselor

Goal 2:

Increase the combined Reading and Math percentage of proficiency from 44.4 to 54.8 by 2017

Measurable Objective 1:

58% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of the assessment in Mathematics by 06/30/2017 as measured by ACT and EOC data.

Strategy1:

Aligned Curriculum - Teachers will collaborate within content area teams, and with instructional coaches to increase continuum of alignment in curriculum from based curriculum maps to continuum of concepts, vocabulary and instructional strategies from grades 6 - 12.

Category: Professional Learning & Support

Research Cited: Alexson, G. R., & Kemniz, C. P. (2004). Curriculum articulation and transitioning studentsuccess: Where are we going wrong and what lessons have we learned? Educational Research Quarterly , Vol. 28 Issue 2, p19-29, 11p.

Roach, A. T., Niebling, B. C., & Kurz, A. (2008). Evaluating the alignment among curriculum,instruction, and assessments: Implications and applications for research and practice. Psychology in the Schools , Vol. 45 Issue 2, p158-176, 19p.

Activity - Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Release time will be provided to content area teams on a quarterly basis. The content area teams will work with Principal and instructional coaches to set agenda of professional learning and work.	Professional Learning	01/01/2015	06/30/2017	\$4000 - General Fund	Principal, Instructional Coaches

Strategy2:

Academic Interventions - Students will be identified for needs in math/reading as based on assessments. Students will receive interventions based on the needs. Implementations to meet needs will be monitored.

Category: Learning Systems

Research Cited: Galvin, M. (2007, April). Implementing Response to Intervention (RTI): Considerations for Practitioners. Your Access to the Region, April 2007. Naperville, IL: Great Lakes West Comprehensive Center at Learning Point Associates.

This article discusses the "changes required in policy and practice" that districts and schools must consider when implementing RTI and

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“offer[s] guidance regarding how school leaders can manage the effects of the changes that RTI brings to the different levels of the public school system and the stakeholders involved in the changes.” <http://www.rtinetwork.org/professional/bibliography>; 12/20/14

Activity - Intervention Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will be developed to define the curriculum for interventions in math and reading by grade level and/or specific area range.	Academic Support Program	01/04/2016	09/01/2016	\$1000 - School Council Funds	Principal Team

Strategy3:

Assessment and Feedback - Teachers will be trained on Assessment and Feedback strategies to be used in all content areas. The SBDM will adopt a policy regarding the use of assessments within the classroom and a policy regarding feedback to students and parents regarding student progress.

Category: Professional Learning & Support

Research Cited: Black, P., & William, D. (1998, October). Inside the Black Box: Raising Standards Through Classroom Assessment (PDF). Phi Delta Kappan, 92(1), 81-90. Black and William conducted a review of 250 book chapters and journal articles, finding firm evidence that innovations designed to strengthen the practice of formative assessment yield substantial and significant learning gains. Learning gains are measured by comparing the average improvements in the test scores of pupils, represented by the statistical size of the effect. Typical effect sizes of the formative-assessment experiments were between 0.4 and 0.7 and are larger than most of those found for educational interventions. An effect size gain of 0.7 in the recent international comparative studies in mathematics would have raised the score of a nation in the middle of the pack of 41 countries (e.g., the United States) to one of the top five. The authors conclude that “while formative assessment can help all pupils, it yields particularly good results with low achievers by concentrating on specific problems with their work and giving them a clear understanding of what is wrong and how to put it right.” The authors recommend that “feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.” In addition, three elements of feedback are defined: recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two. The authors also point out that sustained programs of professional development and support are required “if the substantial rewards promised by the research evidence are to be secured,” so that each teacher can “find his or her own ways of incorporating [feedback] into his or her own patterns of classroom work and into the cultural norms and expectations of a particular school community.” www.edutopia.org; 12/20/14

Activity - Teacher Training on use of MAP Assessment tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on MAP assessment, reports of student progress, monitoring of progress, and instructional tools from NWEA.	Professional Learning	01/05/2015	06/30/2016	\$0 - No Funding Required	Principal with assistance from the Director of Districtwide Services

Activity - Teacher Training on Effective Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective feedback on student performance. This will also include teacher student self assessment and feedback.	Professional Learning	01/05/2015	07/29/2016	\$2000 - State Funds	Principal

Measurable Objective 2:

58% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

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or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the assessment in Reading by 06/30/2017 as measured by ACT and EOC .

Strategy1:

Assessment and Feedback - Teachers will be trained on Assessment and Feedback strategies to be used in all content areas. The SBDM will adopt a policy regarding the use of assessments within the classroom and a policy regarding feedback to students and parents regarding student progress.

Category: Professional Learning & Support

Research Cited: Black, P., & William, D. (1998, October). Inside the Black Box: Raising Standards Through Classroom Assessment (PDF). Phi Delta Kappan, 92(1), 81-90. Black and William conducted a review of 250 book chapters and journal articles, finding firm evidence that innovations designed to strengthen the practice of formative assessment yield substantial and significant learning gains. Learning gains are measured by comparing the average improvements in the test scores of pupils, represented by the statistical size of the effect. Typical effect sizes of the formative-assessment experiments were between 0.4 and 0.7 and are larger than most of those found for educational interventions. An effect size gain of 0.7 in the recent international comparative studies in mathematics would have raised the score of a nation in the middle of the pack of 41 countries (e.g., the United States) to one of the top five. The authors conclude that "while formative assessment can help all pupils, it yields particularly good results with low achievers by concentrating on specific problems with their work and giving them a clear understanding of what is wrong and how to put it right." The authors recommend that "feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils." In addition, three elements of feedback are defined: recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two. The authors also point out that sustained programs of professional development and support are required "if the substantial rewards promised by the research evidence are to be secured," so that each teacher can "find his or her own ways of incorporating [feedback] into his or her own patterns of classroom work and into the cultural norms and expectations of a particular school community." www.edutopia.org; 12/20/14

Activity - Teacher Training on Effective Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective feedback on student performance. This will also include teacher student self assessment and feedback.	Professional Learning	01/05/2015	07/29/2016	\$2000 - State Funds	Principal

Activity - Teacher Training on use of MAP Assessment tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on MAP assessment, reports of student progress, monitoring of progress, and instructional tools from NWEA.	Professional Learning	01/05/2015	06/30/2016	\$0 - No Funding Required	Principal with assistance from the Director of Districtwide Services

Activity - Teacher Training on Effective Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained on Effective Assessment strategies; to include formative/summative assessments, backwards design, and assessment validity	Professional Learning	01/05/2015	12/16/2016	\$2000 - State Funds	Principal

Strategy2:

Aligned Curriculum - Teachers will collaborate within content area teams, and with instructional coaches to increase continuum of alignment

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in curriculum from based curriculum maps to continuum of concepts, vocabulary and instructional strategies from grades 6 - 12.

Category: Professional Learning & Support

Research Cited: Alexson, G. R., & Kerniz, C. P. (2004). Curriculum articulation and transitioning students success: Where are we going wrong and what lessons have we learned? Educational Research Quarterly , Vol. 28 Issue 2, p19-29, 11p.

Roach, A. T., Niebling, B. C., & Kurz, A. (2008). Evaluating the alignment among curriculum, instruction, and assessments: Implications and applications for research and practice. Psychology in the Schools , Vol. 45 Issue 2, p158-176, 19p.

Activity - Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Release time will be provided to content area teams on a quarterly basis. The content area teams will work with Principal and instructional coaches to set agenda of professional learning and work.	Professional Learning	01/01/2015	06/30/2017	\$4000 - General Fund	Principal, Instructional Coaches

Strategy3:

Academic Interventions - Students will be identified for needs in math/reading as based on assessments. Students will receive interventions based on the needs. Implementations to meet needs will be monitored.

Category: Learning Systems

Research Cited: Galvin, M. (2007, April). Implementing Response to Intervention (RTI): Considerations for Practitioners. Your Access to the Region, April 2007. Naperville, IL: Great Lakes West Comprehensive Center at Learning Point Associates.

This article discusses the “changes required in policy and practice” that districts and schools must consider when implementing RTI and “offer[s] guidance regarding how school leaders can manage the effects of the changes that RTI brings to the different levels of the public school system and the stakeholders involved in the changes.” <http://www.rtinetwork.org/professional/bibliography>; 12/20/14

Activity - Intervention Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will be developed to define the curriculum for interventions in math and reading by grade level and/or specific area range.	Academic Support Program	01/04/2016	09/01/2016	\$1000 - School Council Funds	Principal Team

Goal 3:

All students at Berea Community High School will demonstrate proficient writing

Measurable Objective 1:

A 30% increase of Students with Disabilities students will demonstrate a proficiency on the on demand assessment in Writing by 06/30/2017 as measured by On Demand Writing Assessment.

Strategy1:

Literacy Strategies - Teachers will be trained in writing strategies for all students. Teachers will also receive training on students with disabilities and accommodations for writing. The SBDM will review and revise the Writing Plan and Program for Berea Community Middle and High School.

Category: Professional Learning & Support

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Research Cited: Gaskins, Jacob C. "Teaching Writing to Students with Learning Disabilities: The Landmark Method." TETYC. 22.2 (1995): 116-122.

This article lays out the basic principles of the Landmark Method of teaching writing to LD students. Gunning, Thomas G. Assessing and Correcting Reading and Writing Difficulties. Boston: Allyn and Bacon, 1998.

This impressive text is mostly geared toward teachers of children with learning disabilities, but there are quite a few useful teaching and learning strategies that will apply to post-secondary students as well.

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in writing strategies designed to increase proficiency for students with and without disabilities.	Professional Learning	01/05/2015	01/02/2017	\$2500 - School Council Funds	Principal with assistance from Director of Exceptional Children

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

N/A (this question does not apply)

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average freshman graduation rate from 93.8% to 98% by 2017

Measurable Objective 1:

collaborate to to increase average graduation rate from 91.4% to 96.3%. by 06/30/2017 as measured by Average Freshmen Graduation Rate.

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Strategy1:

Student Identification of Needs - Students will be identified, and self assess for identification for needs to ensure graduation. The Persistence to Graduation Report will be used, as well as student goal setting and self assessment of needs.

Category: Persistence to Graduation

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

National Association of Secondary School Principals. (2002). What the research shows: Breaking ranks in action. Reston, VA:

Author. National Association of Secondary School Principals. (2004). Breaking ranks II: Strategies for leading high school reform. Reston, VA: Author.

National Commission on the High School Senior Year. (2001). Raising our sights: No high school senior left behind. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

Activity - Faculty and Staff Training on Teaching Students of Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will be trained in Teaching/Working with Students of Poverty.	Professional Learning	06/01/2015	09/30/2015	\$3000 - Grant Funds	Principal Director of Districtwide Services

Activity - Faculty and Staff Training on PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff training on Student Behavior Intervention System	Behavioral Support Program	01/05/2015	10/01/2015	\$3000 - School Council Funds	Principal Assistant Principal

Activity - System of Proactive Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS system will continued to be monitored, reviewed and revise to better meet needs of all students. Quaterly reports from team will be made to the SBDM and Board of Education.	Behavioral Support Program	01/05/2015	06/30/2017	\$500 - School Council Funds	Principal Assistant Principal Counselor

Activity - Student Self Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting and self assessment of needs during the Advisory Program. The results of the self assessment will be communicated by student and supervising teacher to the counselor. The results will be used as data to identify and provide needs for individual and groups of students.	Other	01/05/2015	06/30/2017	\$600 - School Council Funds	Counselor Teacher Principal Assistant Principal

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Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal, Assistant Principal, Counselor, and Academic Specialist will meet on monthly basis to identify and track student progress toward graduation. Data Tracking, Persistence to Graduation Report, and teacher input will be used to identify needs for individual students.	Other	01/05/2015	01/29/2016	\$0 - No Funding Required	Principal Counselor Assistant Principal Academic Specialist

Goal 2:

Increase the combined Reading and Math percentage of proficiency from 44.4 to 54.8 by 2017

Measurable Objective 1:

58% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of the assessment in Mathematics by 06/30/2017 as measured by ACT and EOC data.

Strategy1:

Assessment and Feedback - Teachers will be trained on Assessment and Feedback strategies to be used in all content areas. The SBDM will adopt a policy regarding the use of assessments within the classroom and a policy regarding feedback to students and parents regarding student progress.

Category: Professional Learning & Support

Research Cited: Black, P., & William, D. (1998, October). Inside the Black Box: Raising Standards Through Classroom Assessment (PDF). Phi Delta Kappan, 92(1), 81-90. Black and William conducted a review of 250 book chapters and journal articles, finding firm evidence that innovations designed to strengthen the practice of formative assessment yield substantial and significant learning gains. Learning gains are measured by comparing the average improvements in the test scores of pupils, represented by the statistical size of the effect. Typical effect sizes of the formative-assessment experiments were between 0.4 and 0.7 and are larger than most of those found for educational interventions. An effect size gain of 0.7 in the recent international comparative studies in mathematics would have raised the score of a nation in the middle of the pack of 41 countries (e.g., the United States) to one of the top five. The authors conclude that "while formative assessment can help all pupils, it yields particularly good results with low achievers by concentrating on specific problems with their work and giving them a clear understanding of what is wrong and how to put it right." The authors recommend that "feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils." In addition, three elements of feedback are defined: recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two. The authors also point out that sustained programs of professional development and support are required "if the substantial rewards promised by the research evidence are to be secured," so that each teacher can "find his or her own ways of incorporating [feedback] into his or her own patterns of classroom work and into the cultural norms and expectations of a particular school community." www.edutopia.org; 12/20/14

Activity - Teacher Training on Effective Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective feedback on student performance. This will also include teacher student self assessment and feedback.	Professional Learning	01/05/2015	07/29/2016	\$2000 - State Funds	Principal

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Activity - Teacher Training on Effective Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained on Effective Assessment strategies; to include formative/summative assessments, backwards design, and assessment validity	Professional Learning	01/05/2015	12/16/2016	\$2000 - State Funds	Principal

Activity - Teacher Training on use of MAP Assessment tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on MAP assessment, reports of student progress, monitoring of progress, and instructional tools from NWEA.	Professional Learning	01/05/2015	06/30/2016	\$0 - No Funding Required	Principal with assistance from the Director of Districtwide Services

Strategy2:

Aligned Curriculum - Teachers will collaborate within content area teams, and with instructional coaches to increase continuum of alignment in curriculum from based curriculum maps to continuum of concepts, vocabulary and instructional strategies from grades 6 - 12.

Category: Professional Learning & Support

Research Cited: Alexson, G. R., & Kemniz, C. P. (2004). Curriculum articulation and transitioning studentsuccess: Where are we going wrong and what lessons have we learned? Educational Research Quarterly , Vol. 28 Issue 2, p19-29, 11p.

Roach, A. T., Niebling, B. C., & Kurz, A. (2008). Evaluating the alignment among curriculum,instruction, and assessments: Implications and applications for research and practice. Psychology in the Schools , Vol. 45 Issue 2, p158-176, 19p.

Activity - Communication of Curricular structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will adopt a policy of communication of curricular structure by content areas.	Policy and Process	01/05/2015	06/30/2015	\$0 - No Funding Required	Principal

Activity - Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Release time will be provided to content area teams on a quarterly basis. The content area teams will work with Principal and instructional coaches to set agenda of professional learning and work.	Professional Learning	01/01/2015	06/30/2017	\$4000 - General Fund	Principal, Instructional Coaches

Strategy3:

Academic Interventions - Students will be identified for needs in math/reading as based on assessments. Students will receive interventions based on the needs. Implementations to meet needs will be monitored.

Category: Learning Systems

Research Cited: Galvin, M. (2007, April). Implementing Response to Intervention (RTI): Considerations for Practitioners. Your Access to the Region, April 2007. Naperville, IL: Great Lakes West Comprehensive Center at Learning Point Associates.

This article discusses the “changes required in policy and practice” that districts and schools must consider when implementing RTI and “offer[s] guidance regarding how school leaders can manage the effects of the changes that RTI brings to the different levels of the public school system and the stakeholders involved in the changes.” <http://www.rtinetwork.org/professional/bibliography; 12/20/14>

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Activity - Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified by needs in areas of reading/math. Students not meeting benchmarks on MAP assessment and/or ACT will be placed in content specific seminar intervention class. Students will receive specific intervention instruction 35 minutes, 4 days each week.	Academic Support Program	01/05/2015	06/30/2017	\$0 - No Funding Required	Counselor, Teachers, Principal

Activity - Intervention Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will be developed to define the curriculum for interventions in math and reading by grade level and/or specific area range.	Academic Support Program	01/04/2016	09/01/2016	\$1000 - School Council Funds	Principal Team

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention Structure will be implemented to identify students and needed services for Tier 2 and Tier 3	Academic Support Program	01/05/2015	06/30/2015	\$0 - No Funding Required	Principal, School Psychologist, Counselors

Measurable Objective 2:

58% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the assessment in Reading by 06/30/2017 as measured by ACT and EOC .

Strategy1:

Academic Interventions - Students will be identified for needs in math/reading as based on assessments. Students will receive interventions based on the needs. Implementations to meet needs will be monitored.

Category: Learning Systems

Research Cited: Galvin, M. (2007, April). Implementing Response to Intervention (RTI): Considerations for Practitioners. Your Access to the Region, April 2007. Naperville, IL: Great Lakes West Comprehensive Center at Learning Point Associates.

This article discusses the “changes required in policy and practice” that districts and schools must consider when implementing RTI and “offer[s] guidance regarding how school leaders can manage the effects of the changes that RTI brings to the different levels of the public school system and the stakeholders involved in the changes.” <http://www.rtinetwork.org/professional/bibliography>; 12/20/14

Activity - Intervention Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will be developed to define the curriculum for interventions in math and reading by grade level and/or specific area range.	Academic Support Program	01/04/2016	09/01/2016	\$1000 - School Council Funds	Principal Team

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Activity - Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified by needs in areas of reading/math. Students not meeting benchmarks on MAP assessment and/or ACT will be placed in content specific seminar intervention class. Students will receive specific intervention instruction 35 minutes, 4 days each week.	Academic Support Program	01/05/2015	06/30/2017	\$0 - No Funding Required	Counselor, Teachers, Principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention Structure will be implemented to identify students and needed services for Tier 2 and Tier 3	Academic Support Program	01/05/2015	06/30/2015	\$0 - No Funding Required	Principal, School Psychologist, Counselors

Strategy2:

Assessment and Feedback - Teachers will be trained on Assessment and Feedback strategies to be used in all content areas. The SBDM will adopt a policy regarding the use of assessments within the classroom and a policy regarding feedback to students and parents regarding student progress.

Category: Professional Learning & Support

Research Cited: Black, P., & William, D. (1998, October). Inside the Black Box: Raising Standards Through Classroom Assessment (PDF). Phi Delta Kappan, 92(1), 81-90. Black and William conducted a review of 250 book chapters and journal articles, finding firm evidence that innovations designed to strengthen the practice of formative assessment yield substantial and significant learning gains. Learning gains are measured by comparing the average improvements in the test scores of pupils, represented by the statistical size of the effect. Typical effect sizes of the formative-assessment experiments were between 0.4 and 0.7 and are larger than most of those found for educational interventions. An effect size gain of 0.7 in the recent international comparative studies in mathematics would have raised the score of a nation in the middle of the pack of 41 countries (e.g., the United States) to one of the top five. The authors conclude that “while formative assessment can help all pupils, it yields particularly good results with low achievers by concentrating on specific problems with their work and giving them a clear understanding of what is wrong and how to put it right.” The authors recommend that “feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.” In addition, three elements of feedback are defined: recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two. The authors also point out that sustained programs of professional development and support are required “if the substantial rewards promised by the research evidence are to be secured,” so that each teacher can “find his or her own ways of incorporating [feedback] into his or her own patterns of classroom work and into the cultural norms and expectations of a particular school community.” www.edutopia.org; 12/20/14

Activity - Teacher Training on Effective Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective feedback on student performance. This will also include teacher student self assessment and feedback.	Professional Learning	01/05/2015	07/29/2016	\$2000 - State Funds	Principal

Activity - Teacher Training on use of MAP Assessment tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on MAP assessment, reports of student progress, monitoring of progress, and instructional tools from NWEA.	Professional Learning	01/05/2015	06/30/2016	\$0 - No Funding Required	Principal with assistance from the Director of Districtwide Services

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Activity - Teacher Training on Effective Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained on Effective Assessment strategies; to include formative/summative assessments, backwards design, and assessment validity	Professional Learning	01/05/2015	12/16/2016	\$2000 - State Funds	Principal

Strategy3:

Aligned Curriculum - Teachers will collaborate within content area teams, and with instructional coaches to increase continuum of alignment in curriculum from based curriculum maps to continuum of concepts, vocabulary and instructional strategies from grades 6 - 12.

Category: Professional Learning & Support

Research Cited: Alexson, G. R., & Kerniz, C. P. (2004). Curriculum articulation and transitioning studentsuccess: Where are we going wrong and what lessons have we learned? Educational Research Quarterly , Vol. 28 Issue 2, p19-29, 11p.

Roach, A. T., Niebling, B. C., & Kurz, A. (2008). Evaluating the alignment among curriculum,instruction, and assessments: Implications and applications for research and practice. Psychology in the Schools , Vol. 45 Issue 2, p158-176, 19p.

Activity - Communication of Curricular structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will adopt a policy of communication of curricular structure by content areas.	Policy and Process	01/05/2015	06/30/2015	\$0 - No Funding Required	Principal

Activity - Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Release time will be provided to content area teams on a quarterly basis. The content area teams will work with Principal and instructional coaches to set agenda of professional learning and work.	Professional Learning	01/01/2015	06/30/2017	\$4000 - General Fund	Principal, Instructional Coaches

Goal 3:

All students at Berea Community High School will demonstrate proficient writing

Measurable Objective 1:

A 30% increase of Students with Disabilities students will demonstrate a proficiency on the on demand assessment in Writing by 06/30/2017 as measured by On Demand Writing Assessment.

Strategy1:

Literacy Strategies - Teachers will be trained in writing strategies for all students. Teachers will also receive training on students with disabilities and accomodations for writing. The SBDM will review and revise the Writing Plan and Program for Berea Community Middle and High School.

Category: Professional Learning & Support

Research Cited: Gaskins, Jacob C. "Teaching Writing to Students with Learning Disabilities: The Landmark Method." TETYC. 22.2 (1995): 116-122.

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This article lays out the basic principles of the Landmark Method of teaching writing to LD students. Gunning, Thomas G. Assessing and Correcting Reading and Writing Difficulties. Boston: Allyn and Bacon, 1998.

This impressive text is mostly geared toward teachers of children with learning disabilities, but there are quite a few useful teaching and learning strategies that will apply to post-secondary students as well.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will develop a process to review and revise the School Writing Plan and Policy	Policy and Process	01/05/2015	12/01/2016	\$500 - School Council Funds	Principal

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in writing strategies designed to increase proficiency for students with and without disabilities.	Professional Learning	01/05/2015	01/02/2017	\$2500 - School Council Funds	Principal with assistance from Director of Exceptional Children

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Increase the average freshman graduation rate from 93.8% to 98% by 2017

Measurable Objective 1:

collaborate to to increase average graduation rate from 91.4% to 96.3%. by 06/30/2017 as measured by Average Freshmen Graduation Rate.

Strategy1:

Academic Resources - An Academic Success Program will be developed to assist students that are not academically on track for graduation. The Program will include resources for online instruction, scheduled time within the daily schedule for implementation, student contract templates for completion, guidelines for program implementation and identification criteria.

Category: Persistence to Graduation

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

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Activity - Academic Success Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Academic Success Program will be developed to assist students that are not academically on track for graduation. The Program will include resources for online instruction, scheduled time within the daily schedule for implementation, student contract templates for completion, guidelines for program implementation and identification criteria.	Academic Support Program	01/05/2015	06/30/2015	\$1000 - School Council Funds	Principal Assistant Principal Counselor

Activity - Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seminars will be provided as an intervention or enrichment for all students. Students and advisory teachers will collaborate to choose the seminar best suited for the student academic needs. Students not meeting benchmarks for College and Career Readiness will be identified to received specific intervention.	Academic Support Program	01/05/2015	06/30/2017	\$2500 - School Council Funds	Principal Assistant Principal Counselor Teacher

Strategy2:

Advisory Program - A program will be developed at each grade level that addresses; 7 Habits of Effective People, Leadership, and 21st Century Skills as defined by the Strategic Plan for the Berea Board of Education.

Category: Integrated Methods for Learning

Research Cited: DiMartino, J. & Wolk, D. (2010). *The Personalized High School: Making Learning Count for Adolescents*. Jossey-Bass: San Francisco, CA.

Malone, H. J. (2009, Fall). Build a bridge from high school to college: Transition programs are essential for many disadvantaged students.

Phi Kappa Phi Forum. Retrieved from http://findarticles.com/p/articles/mi_qa4026/is_200910/ai_n39234016/.

Activity - Advisory Program Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will develop a curriculum for each grade level that can be delivered in weekly advisory classes. The curriculum will include the 7 Habits of Effective People, 21st Century Skills (as defined by the Berea Board of Education Strategic Plan), Leadership, and College Career Pathway Preparation.	Career Preparation/ Orientation	01/04/2016	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Counselor

Strategy3:

Student Identification of Needs - Students will be identified, and self assess for identification for needs to ensure graduation. The Persistence to Graduation Report will be used, as well as student goal setting and self assessment of needs.

Category: Persistence to Graduation

Research Cited: ACT. (2004a). *Crisis at the core: Preparing all students for college and work*. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), *Understanding the college choice of disadvantaged students* (pp. 45–63). San Francisco: Jossey-Bass Publishers.

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Activity - Faculty and Staff Training on PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff training on Student Behavior Intervention System	Behavioral Support Program	01/05/2015	10/01/2015	\$3000 - School Council Funds	Principal Assistant Principal

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal, Assistant Principal, Counselor, and Academic Specialist will meet on monthly basis to identify and track student progress toward graduation. Data Tracking, Persistence to Graduation Report, and teacher input will be used to identify needs for individual students.	Other	01/05/2015	01/29/2016	\$0 - No Funding Required	Principal Counselor Assistant Principal Academic Specialist

Activity - Faculty and Staff Training on Teaching Students of Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will be trained in Teaching/Working with Students of Poverty.	Professional Learning	06/01/2015	09/30/2015	\$3000 - Grant Funds	Principal Director of Districtwide Services

Activity - System of Proactive Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS system will continued to be monitored, reviewed and revise to better meet needs of all students. Quaterly reports from team will be made to the SBDM and Board of Education.	Behavioral Support Program	01/05/2015	06/30/2017	\$500 - School Council Funds	Principal Assistant Principal Counselor

Activity - Student Self Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in goal setting and self assessment of needs during the Advisory Program. The results of the self assessment will be communicated by student and supervising teacher to the counselor. The results will be used as data to identify and provide needs for individual and groups of students.	Other	01/05/2015	06/30/2017	\$600 - School Council Funds	Counselor Teacher Principal Assistant Principal

The school identified specific strategies to increase the percentage of students who are college and career ready.

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Goal 1:

Increase the college and career readiness rate from 52 to 62 by 2017.

Measurable Objective 1:

62% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase rate of college and career readiness in Career & Technical by 06/30/2017 as measured by ACT, KOSSA, COMPASS, KYOTE, WorkKeys and TEDS data..

Strategy1:

Academic Interventions - Student needs in the areas of college and career readiness will be identified and addressed through a system of interventions. Interventions will target English, Reading and Math for ACT (College Readiness).

Category: Learning Systems

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

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National Commission on the High School Senior Year. (2001). Raising our sights: No high school senior left behind. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

Activity - Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting benchmarks in Reading, English and Math will be identified and placed in 35 minute daily seminars. Seminars will address individual and group needs in the academic areas to ensure meeting of benchmarks.	Academic Support Program	01/05/2015	06/30/2017	\$1000 - General Fund	Principal, Teachers, Counselors

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Response to Intervention System will be used to identify students in tiers 2 and 3 which need interventions. Tier 2 students will be serviced through seminar program. Tier 3 students will be serviced through seminar program and additional services.	Academic Support Program	01/05/2015	10/30/2015	\$0 - General Fund	Principal, Counselor, Teacher, School Psychologist

Strategy2:

Career Pathways - The school will work to revise, develop and expand the Career Pathways offered to all students. The Career Pathways will be communicated to all students, faculty, staff and parents. The Career Pathways will be recorded within the Individual Learning Plans of

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each student, and monitoring of implementation will occur.

Category: Career Readiness Pathways

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

Choy, S. P., Horn, L. J., Nuñez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. In A. F. Cabrera & S. M. La Nasa (Eds.), Understanding the college choice of disadvantaged students (pp. 45–63). San Francisco: Jossey-Bass Publishers.

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Activity - Increase dual enrollment and extended offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Career Pathways will have identified extended opportunities in dual enrollment, Advanced Placement Courses, and articulation agreement with higher education.	Career Preparation/ Orientation	03/27/2015	06/30/2017	\$500 - Career and Technical Education Funds	Counselors, CTE Teachers, Arts/Humanities Teachers with the assistance of the Director of Districtwide Services and Principal

Activity - Communication of Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Career Pathways to be offered for the school will have a developed sequence of courses produced. These will be communicated to all faculty and staff by Counseling Office. These will be communicated to all students and parents by Counseling Office. Counseling Office will use face to face communication, website, digital media and hard copies of pathway course sequence.	Career Preparation/ Orientation	01/05/2015	06/30/2016	\$1000 - Career and Technical Education Funds	Counselors with assistance from Director of Districtwide Services and Principal

Activity - Student Identification of Needs in Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be surveyed as to their interest in specific career pathways. Career Pathways to be offered by our school will be identified.	Career Preparation/ Orientation	01/05/2015	06/30/2017	\$0 - No Funding Required	Counselors

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the college and career readiness rate from 52 to 62 by 2017.

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Measurable Objective 1:

62% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase rate of college and career readiness in Career & Technical by 06/30/2017 as measured by ACT, KOSSA, COMPASS, KYOTE, WorkKeys and TEDS data..

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Category: Learning Systems

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

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Strategy2:

Career Pathways - The school will work to revise, develop and expand the Career Pathways offered to all students. The Career Pathways will be communicated to all students, faculty, staff and parents. The Career Pathways will be recorded within the Individual Learning Plans of each student, and monitoring of implementation will occur.

Category: Career Readiness Pathways

Research Cited: ACT. (2004a). Crisis at the core: Preparing all students for college and work. Iowa City, IA. Author

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Activity - Student Identification of Needs in Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be surveyed as to their interest in specific career pathways. Career Pathways to be offered by our school will be identified.	Career Preparation/ Orientation	01/05/2015	06/30/2017	\$0 - No Funding Required	Counselors

Activity - Increase dual enrollment and extended offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified Career Pathways will have identified extended opportunities in dual enrollment, Advanced Placement Courses, and articulation agreement with higher education.	Career Preparation/ Orientation	03/27/2015	06/30/2017	\$500 - Career and Technical Education Funds	Counselors, CTE Teachers, Arts/Humanities Teachers with the assistance of the Director of Districtwide Services and Principal

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

Berea Independent School District is located in Berea, Kentucky. The district is a small independent district developed by the collaborative efforts of the city of Berea and Berea College in 1967. Originally, Berea City Schools was formed to designed to serve the needs of the students living within the city of Berea. At the same time Berea College housed Berea College Foundation School, a high school designed to encourage and provide local and other students with a college focused environment. In 1967 the city of Berea, the Berea School System and Berea College began conversations regarding the merger of these programs to benefit both the city and the college. In the fall of 1968 students first entered the merger Berea Community Schools.

Berea Community Middle and High School was developed to serve students in grades 7-12. Grade 6 was added in the early 90's when enrollement fell in the high school due to the opening of a county high school in Berea. The curriculum of the school has always been college prep, with Pre-College Requirements being a guiding force for graduation requirements.

Both schools are led by the same Principal, and the faculty/staff is shared. With the introduction of School Councils, it was decided that due to all grades have the same Principal there would be one single SBDM Council. Until 1999 there was one school counselor for all grades. There is now two counselors working with Middle and High School students. The position of Assistant Principal was introduced in the 1990's. The position has not always been a stable addition, once eliminated in order to add the middle school counselor and once considered districtwide. The position is now paired with athletic director responsibilities and solely allocated to the middle and high school.

The school is the home to approximately 600 (300 in each middle and high). District staffing is on a 21 to 1 ratio. There is a faculty of 45 teachers/administrators. This includes 1 Principal, 1 Assistant Principal, 2 Counselors, 1 Library/Media Specialist, 8 special education teachers, 1 GEAR UP Academic Specialist, 1 Math RTI teacher, 1 Reading RTI Teacher, and 29 classroom teachers. The students are also served by 3 Administrative Assistants, 1 Registrar, 1 Computer Lab Aide, 7 Instructional Assistants and 1 In School Diversion Program Specialist.

Berea Community Middle and High School has struggled over the past 10 years in terms of academic performance and changing culture. The performance of the middle school and high school on state wide assessments has not met the goals necessary to met AYP on several occassions. Additionally the percentage of students qualifying from Free or Reduced Lunch has risen from 40% to nearly 70%. An increasing number of transient students are enrolling in our school during the crucial middle school ages and requiring intensive interventions.

During the 2010 school year, the Prinicipal that had been in the position for 8 years retired in October 2011. The Assistant Principal became the interim, and a series of teachers and administrators subbed in the Assistant Principal position for the school year. In April 2011 a new Principal was named to take the position in June 2011. In addition the Superintendent of schools retired in November of 2011 and a new Superintendent was named in April of 2012.

For many factors the school culture, climate, and instructional efficacy needed to be immediately addressed as the new Principal took the position, and again as the new Superintendent took the position. At the end of the 2012 school year, 8 positions were left vacant and 8 new employees were hired into the faculty of 45.

Hard work on the part of all stakeholders has ensued to dedicate time, energy and support to make plans for improvement and implementation of the plans. Part of this has been a strategic planning process led by the district for the past 18 months, which was concluded in November 2012. This plan has adopted by the schools and is create a spur toward effective change.

The school's greatest strength is the students that understand our expectations and strive to increase their knowledge and opportunities. As well we have a good faculty and staff dedicated to striving for excellence. There is constant opportunity to celebrate our students, and to
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motivate the students, faculty and staff to push further. We provide opportunities such as college courses, vocational school and student initiated independent studies. Our middle school students have the opportunity to accelerate to high school courses, and participate in combined leadership activities. We also offer a full range of accelerated (grades 6 and 7) and honor courses in addition to AP and college courses.

We are challenged, like many schools, with student conduct that does not meet our expectations, bullying and providing all necessary interventions to all students. However, we fully recognize our challenges and are dedicated to putting in place all necessary changes. Berea Community Middle and High School has the purpose to ensure All Students are College and Career Ready. It is our mission to ensure All Students have a Passion for Learning, Purpose for their future, and Pride in themselves, their School and their Community.

School's Purpose

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

Over the past 18 months our district has been participating in a Strategic Planning Process which included the contributions of all stakeholders. During this process our District define its purpose as Ensuring that All Students are College and Career Ready, defining that this entailed All Students Progressing One Year Academically for Each Year of Instruction, All Students on Track to Meet or Exceed Established College and Career Benchmarks, and All Students Prepared for 21st Century Citizenship. Our SBDM has adopted this purpose, and in doing so has defined our school mission to Ensure All Students have a Passion for Learning, Purpose for the Future and Pride in themselves, their School and their Community.

Our Strategic Planning process concluded in late November 2012. We are currently in the stages of communicating and aligning all work in our schools to this mission. We have steps in place to integrate these values, beliefs and commitments to all programs and aspects of our school over the next 6 months. Three main components will be pushing us forward.

First, is the communication of our purpose and mission to all stakeholders. We are currently planning a newsletter campaign to fully immerse our parents. The District produces a quarterly newsletter, the school will produce a monthly newsletter focused on the three main points of our mission. The newsletter will highlight both celebration and ways in which our parents can contribute. We have now re-invented our Facebook Page and will continue to use to communicate Good News. Our Daily Announcements will continue to be posted on our webpage and emailed to parents. We will also be conducting a Parent Informational Session once each month, alternating between topics for middle and high school. Most importantly, our district is completely re-designing our website which we hoped to be launched in January. We also are implementing a new Seminar program with all students. Students will be identified by data and placed in one of 4 seminar; Public Speaking and Debate, Academic Excellence, Skills for Academic Success, Leadership Skills for School and Life. This program is designed to meet the needs of all students and promote the components of our Purpose and Mission.

And finally, we will be setting up student leadership teams to address improvement within our school based on our purpose and mission. Three teams of students will be formed to support diversity and improvement in all aspects of our school.

Our Purpose and Mission are clear and concise, and we hope to communicate the importance of both. We are on the track to make great progress through effective and lasting change driven by the needs of our students.

Notable Achievements and Areas of Improvement

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

Over the past three years, our school has been working to improve all areas of student achievement and school climate. Our most notable areas of improvement are in Curriculum, Climate and Student Engagement.

With the introduction of the Common Core Standards, our teachers have spent time in creating full curriculums for courses that are directly aligned. All courses are provided a clear alignment to the standards for which our students are responsible. In addition, this year we have added course syllabi that communicate to students and parents the standards of each course. We have also completed work as a district in Mathematics to align our K-12 curriculum in a manner that can be completely communicated and easily addressed within each grade level. Prior to the 2011-12 school year, feedback from stakeholders regarding the climate of our school had been a concern. The new administration has strived to address the concern through many avenues. Teachers reported that the climate lack trust and fairness. Over the last 18 months, the administration has worked to communicate fully with the faculty and staff. There has been an effort to involve and seek input from all faculty/staff. There is also additional involvement in faculty and staff in decision making and problem solving. Students reported previously that the school did not use student input or address the concerns of students. Initially, the new administration in 2011 implemented more connection and communication with students. There has been more opportunities for students to initiate conversations of concerns and ideas. In January 2013 there will be an advisory council of student leaders and a team of student innovators meeting with the Principal on a monthly basis to extend improvement in all areas.

The largest issue for parents in terms of climate has been communication. While small steps have been made over the past year in communication, January 2013 will be a large push forward. Daily Announcements and emails, and School Messenger has assisted in communicating with parents. In January, we will launch a new district website, upgrade our communication on Facebook and Twitter, and create a weekly electronic newsletter from the Principal, in addition to a newsletter every 9 weeks.

Our school's most notable achievement has been in the area of student engagement. Research shows that students that are involved in a school activity are more likely to stay in school and be successful. Last year we began an annual Club Fair. The Fair allows all clubs to present information, requirements, and responsibilities to all students in a vendor fair atmosphere. Not only are students asked to register for the clubs of their choice, but also provide feedback on activity needs that are absent within our school. This process has created an addition of 5 additional student-initiated organizations, and the ability to have 90% of our students engaged in one or more organizations/activities. We have also increased the number of students engaged in programs outside our school to provide meaningful vocational and academic opportunities. Traditionally, we have had 20-30 students enrolled at Berea College each semester in one or more courses. We have continued that tradition, but have also added more opportunity for our students to take courses at the Madison County Vocational Technical School in Richmond, KY. We now have approximately 25 students that travel to and from the Technical School by bus through the use of 3 shuttle times. This has allowed many students to address their needs for future training.

Berea Community High School has so many areas that are improving and reaching our students, it is difficult to pinpoint each one. We have had good solid improvement on PLAN and ACT. We see a great percentage of students with academic growth. And we already see a good growth in both College/Career Readiness and Graduation Rate for 2013. We are making true progress as a school, and are excited to see where we can go in the future.

Additional Information

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

Berea Community High School is committed to providing opportunities to all students. We are dedicated to our students and stakeholders, and have a clear focus for the future.