



Comprehensive District Improvement Plan

Berea Independent

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Berea, KY 40403

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - District

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

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

Perhaps the most obvious trend is our increase in ELL students at the elementary school level. Additionally, our average years of experience at the middle school level is less than other areas. Our MS is the lowest performing of our three schools.

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

Challenges exist at the middle school for developing a cohesive, well-trained staff. Turnover, upon analysis, shows no trend for reason of turnover. Some staff members relocate due to spouse relocation, or returning to school, or move to a more urban area. Our salaries are competitive relative to neighboring districts. Due to the size of our middle school, teachers do have more preps than might be seen at larger middle schools.

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

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

OR

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

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

Goal 1:

All students prepared for 21st Century CITIZENSHIP including creativity, critical thinking, collaboration, civic engagement, communication, and compassion

Measurable Objective 1:

collaborate to develop and implement a coherent behavior system based on mutual respect and which includes clear expectations, positive reinforcements, and clear and consistent consequences by 05/26/2017 as measured by student handbooks, council minutes, student referral data, walk-through observations, and student achievement.

Strategy1:

PBIS Training - All staff will receive ongoing professional development to implement a Positive Behavioral Intervention System to create a more positive, safe, learning environment..

Category: Management Systems

Research Cited:

Comprehensive District Improvement Plan

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Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all district staff on PBIS processes	Professional Learning	08/03/2015	05/26/2017	\$25000 - General Fund	Principals, Director of Student Learning, DOSE, PBIS Team

Activity - Research PBIS Training Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS team consisting of representation from all schools will research and propose a training schedule for all staff.	Professional Learning	03/09/2015	05/29/2015	\$500 - General Fund	BCHS Asst. Principal, teacher representatives, classified staff representatives

Strategy2:

Commons areas expectations clarification - Expectations for student behavior in commons areas will be clarified resulting in an improved learning environment..

Category: Management Systems

Research Cited:

Activity - Model Commons Area Expectations for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS team will develop appropriate strategies for teaching Commons Expectations to students.	Behavioral Support Program	08/03/2015	05/27/2016	\$500 - General Fund	PBIS Team

Activity - Commons Behaviors Expectations Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS team will work with grade level and department teams to develop Commons Area expectations.	Behavioral Support Program	03/02/2015	08/10/2016	\$500 - General Fund	PBIS Team

Measurable Objective 2:

collaborate to create and implement a community engagement plan by 08/10/2016 as measured by website, publications, messaging systems, and survey data.

Strategy1:

Engagement and Communication - Using multiple platforms and schedules, we will increase engagement and communication opportunities.

Category:

Research Cited:

Activity - Community Forums	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three community forums will be held per year to discuss timely issues including test scores, budgets, and school improvement planning.	Community Engagement	10/15/2014	05/25/2017	\$5000 - General Fund	Superintendent

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Activity - Student Advisory Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Student Advisory Council will meet monthly to review programming and provide suggestions for improving the student experience.	Community Engagement	10/30/2012	05/23/2017	\$2500 - General Fund	Superintendent

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff and administrators will actively seek out opportunities in the community to build relationships, share successes and programming information.	Community Engagement	10/11/2013	05/26/2017	\$0 - No Funding Required	Superintendent

Phase I - GAP Target Assurance

Introduction

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

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Berea Community Elementary School Berea Community Middle School	

Phase I - Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

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

The primary questions we are trying to answer include the following: What are the trends in our data (SpEd, Minority, GT, etc)? Where are areas of growth? How are subgroups performing relative to other subgroups? Are students performing at higher levels for particular teachers? What is the relationship between what is taught and what is tested? How is our performance relative to the state averages? Are we seeing movement in our Novice-level students.

What does the data/information tell you?

We have seen growth in several areas, but we continue to be below the state average in many areas, especially reading and math and especially among for special needs students. Writing continues to be a significant area of weakness. In terms of CCR, we need to have more students graduating with career-ready certifications. Our ACT scores continue a positive upward trend. Our kindergarten readiness percentage has shown steady growth.

What does the data/information not tell you?

The data, while informing in its entirety, does not provide a full picture of student need. MAP data shows that students are increasing in student achievement, but differences remain for Gap students. The connection between instructional strategy and student engagement is an area in need of additional exploration as is the connection between teacher-made assessments and the established and taught curriculum.

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?

Rising ACT scores, especially in math, increasing percentages of kindergarten readiness, decreasing Novice scores, and some growth in math are some strength areas.

Actions to maintain those areas include:

ACT: Continuing intervention and acceleration in the areas of math. Our Math Coach has been instrumental in helping build capacity.

K Readiness: Continue good work in our preschool program and neighboring daycares to help with readiness skills and concepts.

Novice: Intentionally identifying struggling learner and providing support beyond the core instruction. Also, working to ensure a rigorous core curriculum with aligned assessments.

Math: The work of our Math Coach in providing support to math teachers across the district to ensure curricular alignment within the assessment structure.

Opportunities for Improvement

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

We need to further reduce our number of students scoring Novice in reading and math, especially Gap students. We need to improve student writing achievement across the district. We need to improve our student management systems.

Plans:

- >Continue to use PLC's for curriculum standard deconstruction into measurable daily learning targets for the 2016-17 school year.
- >Continue training and implementation of PBIS district-wide.
- >Refine RTI processes at all levels to ensure a safety net of support for struggling learners.
- >Have a clear focus of assessment literacy for the 2017-18 school year using PLC's to facilitate the work.
- >Expand special education collaboration, when appropriate, to ensure exposure to the full curriculum for special needs students.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

30-60-90 plans are reviewed weekly for progress. Reports are made to the board of education and respective school councils relative to progress. When barriers to implementation are identified, steps are taken immediately to move forward.

Conclusion

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

We have collaborated with KDE ER staff and their Novice Reduction teams to build an effective plan for moving forward. The critical next-step is to ensure implementation with fidelity using data to check progress. We need to be responsive to data and opportunity without shifting our focus from our core instructional program.

Berea ISD CDIP 2017-2018

Overview

Plan Name

Berea ISD CDIP 2017-2018

Plan Description

CDIP for 2017-2018

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	Increase the percentage of students who are college/career ready to 67% by spring 2017 .	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$83700
2	Increase the graduation rate to 94% by 2018.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2500
3	Increase the average combined reading and math proficiency percentage for all students in the non-duplicated gap group.	Objectives: 5 Strategies: 5 Activities: 14	Academic	\$636500
4	All students PROGRESSING at least one year for each year of instruction	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$90000
5	All students ON-TRACK for meeting or exceeding established benchmarks for college and career readiness	Objectives: 3 Strategies: 6 Activities: 19	Organizational	\$87900
6	All students prepared for 21st Century CITIZENSHIP including creativity, critical thinking, collaboration, civic engagement, communication, and compassion	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$34000
7	Increase proficiency in reading and math.	Objectives: 6 Strategies: 5 Activities: 9	Academic	\$95000
8	Novice Reduction Goal	Objectives: 3 Strategies: 3 Activities: 9	Academic	\$2500

Goal 1: Increase the percentage of students who are college/career ready to 67% by spring 2017

Measurable Objective 1:

collaborate to ensure at least 67% of students graduating from Berea Community High School are college/career ready. by 05/26/2017 as measured by Unbridled Learning Formula.

Strategy 1:

College/Career Readiness Intervention - Identify and implement remediation strategies for students not meeting College or Career Readiness benchmarks

Category:

Activity - Remediation Strategies for Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide academic support interventions for students who need additional support to meet standards for career readiness through the Seminar Program at BCHS as well as specific intervention in CTE courses for Skills Attainment (PERKINS OBJECTIVE 1--Activiy1). Materials to be purchased for remediation of skills standards and math and informational reading. Schools: Berea Community High School	Academic Support Program	12/20/2013	05/26/2017	\$3700	Perkins, General Fund	CTE Coordinator, CTE Staff
Activity - In-School Schedule Intervention and Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School schedules will be revised to include in-school academic intervention and enrichment. Schools: All Schools	Academic Support Program	03/04/2013	05/27/2016	\$0	No Funding Required	Building principals and school councils
Activity - Pathway Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student handbooks will be revised to include Pathway descriptions to assist students in planning a career pathway that best fits their needs. Schools: Berea Community High School, Berea Community Middle School	Career Preparation/Orientation	04/13/2015	05/26/2017	\$1000	School Council Funds	Guidance Counselor
Activity - Transition Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors who have not met the ACT benchmarks in Math and English/Reading will take a Transition Course to support benchmark attainment. Schools: Berea Community High School	Academic Support Program	08/12/2015	05/25/2018	\$60000	General Fund	BCMS/HS Principal/Guidance Counselor

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Strategy 2:

College Awareness - Increase student awareness of ACT college readiness benchmarks

Category:

Activity - Guidance Counselor Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors at BCMS and BCMS will provide direct instruction to students regarding the necessary benchmarks for attaining college readiness. Schools: Berea Community High School, Berea Community Middle School	Direct Instruction	08/30/2013	05/26/2017	\$0	No Funding Required	Guidance counselors at BCMS and BCMS
Activity - College Signing Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCMS will host a college signing day after May 1 of each school year. Schools: Berea Community High School	Other	05/10/2013	05/26/2017	\$1000	General Fund	Principal and BCMS Guidance Counselor

Strategy 3:

Acceleration - Acceleration opportunities will be developed that give students multiple venues for accelerating learning.

Category:

Activity - AP Offerings Increase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCMS will offer at least 2 junior level AP courses and at least 4 senior level AP courses. Schools: All Schools	Academic Support Program	08/04/2014	05/26/2017	\$3000	General Fund	Building principal
Activity - College Course Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All BCMS students will be made aware of opportunities to take dual credit courses at Berea College and Eastern Kentucky University. Schools: Berea Community High School	Academic Support Program	08/15/2013	05/26/2017	\$0	No Funding Required	BCMS Guidance Counselor
Activity - On-campus Dual Credit Course Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English and Math dual credit courses will be taught at Berea Community High School and offered to qualifying students. Schools: Berea Community High School	Academic Support Program	08/10/2016	05/25/2018	\$15000	General Fund	BCMS Principal and Guidance Counselor

Goal 2: Increase the graduation rate to 94% by 2018.

Measurable Objective 1:

collaborate to ensure that 94% of eligible students graduate by 05/25/2018 as measured by KDE Formula..

Strategy 1:

Persistence To Graduation Report - Guidance counselors and principals will review the Persistence to Graduation Report at the end of each 9 week grading period.

Category:

Activity - Persistence to Graduation Report Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors, principals, and assistant principals will review the Persistence to Graduation Reports at the end of each 9 week grading period and identify the top 10% of students most in danger of dropping out. Schools: Berea Community High School, Berea Community Middle School	Policy and Process	03/29/2013	05/26/2017	\$0	No Funding Required	Guidance counselors, principals, GEAR UP Academic Specialist

Activity - PTG Student Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each 9 week grading period, guidance counselors will meet with students at-risk for dropping out according to PTG report Schools: Berea Community High School, Berea Community Middle School	Tutoring	03/29/2013	05/26/2017	\$0	No Funding Required	Guidance counselors

Activity - Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors, and GEAR UP Academic Specialist will develop intervention plans with the students in grades 7-12 who are identified as likely drop-outs according to the PTG report. Schools: Berea Community High School, Berea Community Middle School	Academic Support Program	10/25/2013	05/26/2017	\$0	No Funding Required	Principals, Guidance Counselors, GEAR UP Academic Specialist

Activity - Intervention Plan Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors will develop a process and team to review student plans for those students most likely in danger of not graduating on time. Team will consist of FRYSC, GEAR UP staff, and at least on regular classroom teacher. Schools: Berea Community High School, Berea Community Middle School	Academic Support Program, Tutoring	01/14/2016	05/26/2017	\$2500	General Fund	Guidance counselor, Asst. Principal, GEAR UP staff, FRYSC staff

Goal 3: Increase the average combined reading and math proficiency percentage for all students in the non-duplicated gap group.

Measurable Objective 1:

65% of Third, Fourth and Fifth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem solving in Mathematics by 05/25/2018 as measured by K-PREP.

Strategy 1:

Targeted Math Intervention Process - District will provide support to schools to assist in the analysis of student data to develop individual intervention plans to increase proficiency of students in the GAP group.

Category: Learning Systems

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gpa groups relative to state (K-PREP, EPAS) and district and school assessment systems. Schools: All Schools	Policy and Process	05/24/2013	05/26/2017	\$0	No Funding Required	DDWS, Principals, DEC, Academic Interventionists
Activity - Intervention Bank	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Schools: All Schools	Professional Learning	05/24/2013	05/26/2017	\$2500	Other	RTI Coordinator, DDWS, DEC, Principals
Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention for Gap Group students. Schools: All Schools	Policy and Process	08/09/2013	05/26/2017	\$0	No Funding Required	DPP, Guidance Counselors, Principals

Measurable Objective 2:

67% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in critical thinking in English Language Arts by 05/25/2018 as measured by K-PREP.

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Strategy 1:

Targeted ELA Intervention Process - District will provide support to schools to assist in the analysis of student data to develop individual intervention plans to increase proficiency of students in the GAP group.

Category: Learning Systems

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gpa groups relative to state (K-PREP, EPAS) and district and school assessment systems. Schools: All Schools	Policy and Process	05/24/2013	05/26/2017	\$0	No Funding Required	DDWS, DEC, Principals, Academic Specialists
Activity - Intervention Bank	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Schools: All Schools	Policy and Process	05/24/2013	05/26/2017	\$2500	Other	DDSW, DEC, Principals, Academic Interventionist
Activity - Non-cognitive Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention for Gap Group students Schools: All Schools	Policy and Process	08/09/2013	05/26/2017	\$0	No Funding Required	DPP, DEC, Principals

Measurable Objective 3:

40% of Students with Disabilities students will demonstrate a proficiency in content knowledge and writing to show understanding in Mathematics by 05/26/2017 as measured by KPREP.

Strategy 1:

Instructional Programming / Monitoring - Special Education Staff and Regular Education Teachers will work to ensure proper programming and instructional strategies are used to meet individual student needs.

Category:

Activity - Increase Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers will increase the amount and quality of student support within the general education setting; more IEP students will receive educational services in the general education classroom. Schools: All Schools	Academic Support Program	01/03/2013	05/26/2017	\$300000	General Fund, Other	DOSE; Principals; Special Education Staff; General Education Teachers

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Staff will regularly monitor student progress in Mathematics and use the progress monitoring data to determine proper and specific individual programming and instructional strategies for IEP students. Schools: All Schools	Academic Support Program	01/03/2013	05/26/2017	\$15000	Other	DOSE; Principals; Special Education Staff

Measurable Objective 4:

40% of Students with Disabilities will demonstrate a proficiency in content knowledge and writing to show understanding in English Language Arts by 05/26/2017 as measured by KPREP.

Strategy 1:

Instructional Programming / Monitoring - Special Education Staff and Regular Education Teachers will work to ensure proper programming and instructional strategies are used to meet individual student needs.

Category:

Activity - Increase Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers will increase the amount and quality of student support within the general education setting; more IEP students will receive educational services in the general education classroom. Schools: All Schools	Academic Support Program	01/03/2013	05/26/2017	\$300000	General Fund, Other	DOSE, Principals, Special Education Staff, General Education Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Staff will regularly monitor student progress in Reading and use the progress monitoring data to determine proper and specific individual programming and instructional strategies for IEP students. Schools: All Schools	Academic Support Program	01/03/2013	05/26/2017	\$15000	Other	DOSE; Special Education Staff; Principals

Measurable Objective 5:

62% of Ninth, Tenth and Eleventh grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners and American Indian or Alaska Native students will demonstrate a proficiency in combined Reading and Math in Reading by 05/25/2018 as measured by K-PREP performance.

Strategy 1:

Formative Assessment Implementation - Formative assessment strategies will be implemented and reflective upon.

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Activity - Job-embedded training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive job-embedded content-alike formative assessment training. Schools: All Schools	Professional Learning	03/11/2013	05/29/2015	\$1500	State Funds	DDS, Math Coach
Activity - Early Implementation of Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of formative assessment strategies Schools: All Schools	Professional Learning	03/22/2013	05/29/2015	\$0	No Funding Required	Principals, Teachers, DDS, Math Coach
Activity - Staff Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey staff on the strengths and weaknesses of formative assessment use. Schools: All Schools	Professional Learning	05/24/2013	05/29/2015	\$0	No Funding Required	DDS, Math Coach, Principals
Activity - Impact Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student progress for growth in MAP relative to previous growth without use of formative assessment Schools: All Schools	Professional Learning	12/20/2013	05/22/2015	\$0	No Funding Required	DDS, Math Coach

Goal 4: All students PROGRESSING at least one year for each year of instruction

Measurable Objective 1:

collaborate to ensure all certified staff are trained in student- centered instructional strategies by 05/29/2015 as measured by lesson plans, walk-through observations, and student achievement.

Strategy 1:

Student-Centered Instructional Strategies PLC's - All teachers will participate in PLCs that will be formed with the focus on Best Practices/Instructional strategies. The PLCs will use book studies, strategy development, and support for the implementation of student-centered instruction.

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Activity - Student-Centered Learning Strategies Definitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and administrators will define "Student Centered Classroom" in common language and expectations</p> <p>Schools: All Schools</p>	Professional Learning	06/01/2015	05/26/2017	\$0	No Funding Required	Superintendent, Principals, Teachers, DDS

Activity - PLC Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will participate in PLCs that will be formed with the focus on Best Practices/Instructional strategies. The PLCs will use book studies, strategy development, and support for the implementation of student-centered instruction.</p> <p>Schools: All Schools</p>	Professional Learning	05/24/2013	12/18/2015	\$15000	Title II Part A	Math coach, PD Coordinator, Principals

Strategy 2:

Instructional Resources Procurement - The District and Schools will invest in the purchase of instructional resources that support student-centered instructional practices. Teachers will be provided specific training in the use of these resources in the classroom.

Category:

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District and Schools will invest in the purchase of instructional resources that support student-centered instructional practices. Teachers will be provided specific training in the use of these resources in the classroom.</p> <p>Schools: All Schools</p>	Direct Instruction	06/30/2015	06/30/2016	\$75000	Other	Director of Districtwide Services, Principals

Goal 5: All students ON-TRACK for meeting or exceeding established benchmarks for college and career readiness

Measurable Objective 1:

collaborate to ensure all teachers can effectively develop rigorous, aligned summative assessments by 08/08/2014 as measured by review and analysis of teacher made summative assessments using the assessment rigor rubric.

Strategy 1:

Backward Design Professional Development - Teachers and administrators will be trained in backwards design during the summer of 2014.

Category:

Activity - Contract with Wiggins' PD Provider	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office administration will contact Wiggins' PD company to determine cost estimates for providing 4 days of training. Schools: All Schools	Professional Learning	01/03/2014	01/31/2014	\$100	General Fund	Superintendent
Activity - Revenue Source Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office staff will explore sources of revenue to fund Backward Design work. Schools: All Schools	Professional Learning	02/03/2014	02/28/2014	\$100	General Fund	Superintendent
Activity - Schedule Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schedule for the 4-day training will be finalized and communicated to staff. Schools: All Schools	Professional Learning	03/03/2014	03/28/2014	\$50100	General Fund, General Fund	Superintendent and DDWS

Strategy 2:

Backward Design Implementation - Teachers will work in small learning communities to implement backward design on their assessments.

Category:

Activity - Create Coaching Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A schedule of coaching visits will be created to be implemented during PLC's. Schools: All Schools	Professional Learning	06/23/2014	08/08/2014	\$21600	General Fund	DDWS, school councils, principals
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Measurable Objective 2:

collaborate to develop a comprehensive system of individual and school-wide academic and behavioral interventions by 05/29/2015 as measured by lists of interventions and RTI teacher schedules.

Strategy 1:

RTI Logistics - The RTI coordinator will work collaboratively to develop a stronger, more responsive system of interventions to help ensure student success.

Category:

Activity - Team Members	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District RTI Coordinator identifies team members representative of each school. Schools: All Schools	Policy and Process	01/11/2013	01/31/2014	\$0	No Funding Required	RTI Coordinator

Activity - Behavior Assessment Tool Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level team will identify assessment tools/ Data to be used in identifying students, K-12, at risk in the area of behavior Schools: All Schools	Policy and Process	08/29/2014	08/28/2015	\$0	No Funding Required	RTI Coordinator, Director of Exceptional Children, Principals, Counselors

Activity - Benchmark and Tier Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Level team will identify benchmarks, corresponding with assessment tools, that will be used to identify students in Tier I, Tier II, and Tier III for Response to Intervention process in the areas of reading and math for students K-12. Schools: All Schools	Policy and Process	02/28/2013	05/29/2015	\$1500	General Fund	RTI Coordinator, Director of Exceptional Children, DDS

Activity - Content Area Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Level team will identify interventions to be used in each area (reading, and math) as Tier I interventions, Tier II interventions, and Tier III interventions. Schools: All Schools	Policy and Process	02/28/2013	08/29/2014	\$0	No Funding Required	RTI Coordinator, Director of Exceptional Children, DDS
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Activity - RTI Identification Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Level Team will develop a process of identification of students in Tier I, Tier II and Tier III; a process of intervention implementation at each Tier; and Process of referral of students not meeting goals after process implementation. These processes will be completed for reading, math and behavior interventions. Schools: All Schools	Policy and Process	03/29/2013	08/28/2015	\$0	No Funding Required	RTI Coordinator, Director of Exceptional Children, DDS, Principals, Counselors

Activity - Behavior Benchmark and Tier Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Level team will identify benchmarks, corresponding with assessment tools, that will be used to identify students in Tier I, Tier II, and Tier III for Response to Intervention process in the area of behavior for students K-12. Schools: All Schools	Policy and Process	08/29/2014	08/28/2015	\$5000	District Funding	DOSE, RTI Coordinator, and DDWS

Activity - Behavior Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Level team will identify interventions to be used in the area of behavior as Tier I interventions, Tier II interventions, and Tier III interventions. Schools: All Schools	Policy and Process	08/29/2014	08/28/2015	\$3000	District Funding	DOSE, DEC, DDWS, RTI Coordinator

Strategy 2:

RTI Implementation - RTI process will be implemented to ensure student academic and behavioral success.

Category:

Activity - RTI Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Level Team will provide communication of all elements of plan including Assessment Tools, Benchmarks for Identification, Identification Process, Intervention Tools, Intervention Process, and Referral Process to faculty, staff and parents. Schools: All Schools	Policy and Process	08/29/2014	12/26/2014	\$2000	General Fund	RTI Coordinator, Director of Exceptional Children, DDS
Activity - RTI Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on all elements of the plan will be provided to all faculty members to ensure mastery of implementation. Schools: All Schools	Policy and Process	08/29/2014	12/26/2014	\$2000	District Funding	RTI Coordinator, Director of Exceptional Children, Principals, DDS
Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities for the regular review of student performance data (CIITS, MASTER STUDENT DATA FILES) to guide differentiated instruction in the classrooms as well as RTI placements and programming. Schools: All Schools	Academic Support Program	01/10/2013	05/22/2015	\$2500	State Funds	DDS, Principals
Activity - Student Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students (as developmentally appropriate) will also be provided opportunities to review and analyze their data and develop specific goals and strategies to help them meet their learning targets/growth targets. Schools: All Schools	Academic Support Program	01/25/2013	05/22/2015	\$0	No Funding Required	Counselors, Principals, Students
Activity - RTI Schedule Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adjustment of the District calendar, school day, and/or school schedules in order to provide intentional, regular intervention and enrichment to all students. Schools will use individual student data to develop school-wide schedules that support intensive intervention and/or enrichment for all students. Schools: All Schools	Policy and Process	01/04/2013	05/29/2015	\$0	No Funding Required	Principals, School Councils, Counselors

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Measurable Objective 3:

collaborate to implement a staffing plan bringing class sizes in grades K-12 to optimal levels by 08/15/2014 as measured by school board minutes and staffing policies.

Strategy 1:

Optimal Class Size - A team of teachers, principals, and district administrators will develop a staffing plan that results in optimal staffing levels.

Category:

Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers, principals and district administrators will research optimal staffing levels. Schools: All Schools	Class Size Reduction	04/15/2013	01/13/2014	\$0	No Funding Required	DDS, Superintendent, Berea BOE

Activity - Staffing Plan Proposal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team of teachers, principals, district administration will develop an optimal staffing to be submitted to the Berea BOE for consideration Schools: All Schools	Policy and Process	01/20/2014	05/19/2014	\$0	No Funding Required	Superintendent, Berea BOE

Strategy 2:

Equitable Staff Assignment - Staff will be assigned equitably to ensure that students identified as belonging to the GAP group students have access to effective instruction to ensure progress in meeting College and Career Readiness standards.

Category:

Activity - Equitable Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district will ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable Distribution: at-risk and minority students will be taught at the same rates as other students by experienced, qualified, or in-field teachers. Schools: All Schools	Policy and Process	03/01/2013	05/26/2017	\$0	No Funding Required	Superintendent, Berea BOE

Goal 6: All students prepared for 21st Century CITIZENSHIP including creativity, critical thinking, collaboration, civic engagement, communication, and compassion

Measurable Objective 1:

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collaborate to develop and implement a coherent behavior system based on mutual respect and which includes clear expectations, positive reinforcements, and clear and consistent consequences by 05/26/2017 as measured by student handbooks, council minutes, student referral data, walk-through observations, and student achievement.

Strategy 1:

PBIS Training - All staff will receive ongoing professional development to implement a Positive Behavioral Intervention System to create a more positive, safe, learning environment..

Category: Management Systems

Activity - Research PBIS Training Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS team consisting of representation from all schools will research and propose a training schedule for all staff. Schools: All Schools	Professional Learning	03/09/2015	05/29/2015	\$500	General Fund	BCHS Asst. Principal, teacher representatives, classified staff representatives

Activity - PBIS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all district staff on PBIS processes Schools: All Schools	Professional Learning	08/03/2015	05/26/2017	\$25000	General Fund	Principals, Director of Student Learning, DOSE, PBIS Team

Strategy 2:

Commons areas expectations clarification - Expectations for student behavior in commons areas will be clarified resulting in an improved learning environment..

Category: Management Systems

Activity - Commons Behaviors Expectations Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS team will work with grade level and department teams to develop Commons Area expectations. Schools: All Schools	Behavioral Support Program	03/02/2015	08/10/2016	\$500	General Fund	PBIS Team

Activity - Model Commons Area Expectations for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PBIS team will develop appropriate strategies for teaching Commons Expectations to students. Schools: All Schools	Behavioral Support Program	08/03/2015	05/27/2016	\$500	General Fund	PBIS Team
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Measurable Objective 2:

collaborate to create and implement a community engagement plan by 08/10/2016 as measured by website, publications, messaging systems, and survey data.

Strategy 1:

Engagement and Communication - Using multiple platforms and schedules, we will increase engagement and communication opportunities.

Category:

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty, staff and administrators will actively seek out opportunities in the community to build relationships, share successes and programming information. Schools: All Schools	Community Engagement	10/11/2013	05/26/2017	\$0	No Funding Required	Superintendent

Activity - Community Forums	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three community forums will be held per year to discuss timely issues including test scores, budgets, and school improvement planning. Schools: All Schools	Community Engagement	10/15/2014	05/25/2017	\$5000	General Fund	Superintendent

Activity - Student Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Student Advisory Council will meet monthly to review programming and provide suggestions for improving the student experience. Schools: All Schools	Community Engagement	10/30/2012	05/23/2017	\$2500	General Fund	Superintendent

Goal 7: Increase proficiency in reading and math.

Measurable Objective 1:

67% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading skills in Reading by 05/25/2018 as measured by K-PREP.

(shared) Strategy 1:

Curriculum Alignment - Curriculum documents will be reviewed to ensure congruence with state standards in the content areas.

Category: Learning Systems

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Activity - Standards Deconstruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards will be broken down into supporting, deconstructed standards. Schools: All Schools	Policy and Process	07/01/2016	07/28/2017	\$20000	State Funds	Director of Student Learning

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once standards have been deconstructed, behavior specific learning targets will be developed and posted daily. Schools: All Schools	Academic Support Program	07/01/2016	05/25/2018	\$15000	State Funds	Director of Student Learning and School Principals

(shared) Strategy 2:

Literacy Coach - The literacy coach will work with ELA/Reading teachers to align curriculum, deconstruct standards, develop rigorous, aligned assessments, and enhance instructional strategies.

Category: Professional Learning & Support

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Coach will receive annual coaching training. Schools: All Schools	Academic Support Program	07/01/2016	05/26/2017	\$5000	Title II Part A	Director of Student Learning, Literacy Coach

(shared) Strategy 3:

Assessment Design - Rigorous assessments will be designed that are reflective of the deconstructed standards.

Category: Learning Systems

Activity - Match	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the development of rigorous assessments. (Extended response, multiple choice, short answer, performance based assessments) Schools: All Schools	Academic Support Program	07/01/2016	06/29/2018	\$15000	Grant Funds	Director of Student Learning, Principals

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will receive training on providing descriptive feedback. Schools: All Schools	Academic Support Program	01/16/2017	05/25/2018	\$15000	State Funds	Director of Student Learning, Principals
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(shared) Strategy 4:

Writing - Writing Plan development and training for all staff is necessary to ensure all students are able to communicate effectively.

Category: Learning Systems

Activity - Writing Plan Development & Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Plan will be reviewed and revised at each school to ensure a clear, coherent plan is in place to guide instructional practice. Schools: All Schools	Academic Support Program	06/13/2016	11/08/2016	\$5000	District Funding	Principals

Activity - Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive effective writing training. Schools: All Schools	Academic Support Program	08/17/2015	05/25/2018	\$10000	State Funds	Literacy Coach, Principals, Director of Student Learning

Activity - Student Work Tracking System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A process for maintaining student writing electronically will be developed. Schools: All Schools	Technology	07/05/2016	12/16/2016	\$0	No Funding Required	DTC

Measurable Objective 2:

62% of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/25/2018 as measured by K-PREP.

(shared) Strategy 1:

Math Coach - The district will hire a math coach to assist teachers in the development of student-centered instructional strategies.

Category:

Activity - Training for Math Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Obtain effective coaching training for Math Coach Schools: All Schools	Professional Learning	09/17/2012	05/29/2015	\$10000	Other	Superintendent, Math Coach

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(shared) Strategy 2:

Curriculum Alignment - Curriculum documents will be reviewed to ensure congruence with state standards in the content areas.

Category: Learning Systems

Activity - Standards Deconstruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards will be broken down into supporting, deconstructed standards. Schools: All Schools	Policy and Process	07/01/2016	07/28/2017	\$20000	State Funds	Director of Student Learning
Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once standards have been deconstructed, behavior specific learning targets will be developed and posted daily. Schools: All Schools	Academic Support Program	07/01/2016	05/25/2018	\$15000	State Funds	Director of Student Learning and School Principals

(shared) Strategy 3:

Assessment Design - Rigorous assessments will be designed that are reflective of the deconstructed standards.

Category: Learning Systems

Activity - Match	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the development of rigorous assessments. (Extended response, multiple choice, short answer, performance based assessments) Schools: All Schools	Academic Support Program	07/01/2016	06/29/2018	\$15000	Grant Funds	Director of Student Learning, Principals
Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive training on providing descriptive feedback. Schools: All Schools	Academic Support Program	01/16/2017	05/25/2018	\$15000	State Funds	Director of Student Learning, Principals

Measurable Objective 3:

72% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency reading skills in Reading by 05/25/2018 as measured by K-PREP.

(shared) Strategy 1:

Curriculum Alignment - Curriculum documents will be reviewed to ensure congruence with state standards in the content areas.

Category: Learning Systems

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Activity - Standards Deconstruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards will be broken down into supporting, deconstructed standards. Schools: All Schools	Policy and Process	07/01/2016	07/28/2017	\$20000	State Funds	Director of Student Learning

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once standards have been deconstructed, behavior specific learning targets will be developed and posted daily. Schools: All Schools	Academic Support Program	07/01/2016	05/25/2018	\$15000	State Funds	Director of Student Learning and School Principals

(shared) Strategy 2:

Literacy Coach - The literacy coach will work with ELA/Reading teachers to align curriculum, deconstruct standards, develop rigorous, aligned assessments, and enhance instructional strategies.

Category: Professional Learning & Support

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Coach will receive annual coaching training. Schools: All Schools	Academic Support Program	07/01/2016	05/26/2017	\$5000	Title II Part A	Director of Student Learning, Literacy Coach

(shared) Strategy 3:

Assessment Design - Rigorous assessments will be designed that are reflective of the deconstructed standards.

Category: Learning Systems

Activity - Match	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the development of rigorous assessments. (Extended response, multiple choice, short answer, performance based assessments) Schools: All Schools	Academic Support Program	07/01/2016	06/29/2018	\$15000	Grant Funds	Director of Student Learning, Principals

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will receive training on providing descriptive feedback. Schools: All Schools	Academic Support Program	01/16/2017	05/25/2018	\$15000	State Funds	Director of Student Learning, Principals
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(shared) Strategy 4:

Writing - Writing Plan development and training for all staff is necessary to ensure all students are able to communicate effectively.

Category: Learning Systems

Activity - Writing Plan Development & Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Plan will be reviewed and revised at each school to ensure a clear, coherent plan is in place to guide instructional practice. Schools: All Schools	Academic Support Program	06/13/2016	11/08/2016	\$5000	District Funding	Principals

Activity - Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive effective writing training. Schools: All Schools	Academic Support Program	08/17/2015	05/25/2018	\$10000	State Funds	Literacy Coach, Principals, Director of Student Learning

Activity - Student Work Tracking System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A process for maintaining student writing electronically will be developed. Schools: All Schools	Technology	07/05/2016	12/16/2016	\$0	No Funding Required	DTC

Measurable Objective 4:

62% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/25/2018 as measured by K-PREP.

(shared) Strategy 1:

Math Coach - The district will hire a math coach to assist teachers in the development of student-centered instructional strategies.

Category:

Activity - Training for Math Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Obtain effective coaching training for Math Coach Schools: All Schools	Professional Learning	09/17/2012	05/29/2015	\$10000	Other	Superintendent, Math Coach

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(shared) Strategy 2:

Curriculum Alignment - Curriculum documents will be reviewed to ensure congruence with state standards in the content areas.

Category: Learning Systems

Activity - Standards Deconstruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards will be broken down into supporting, deconstructed standards. Schools: All Schools	Policy and Process	07/01/2016	07/28/2017	\$20000	State Funds	Director of Student Learning
Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once standards have been deconstructed, behavior specific learning targets will be developed and posted daily. Schools: All Schools	Academic Support Program	07/01/2016	05/25/2018	\$15000	State Funds	Director of Student Learning and School Principals

(shared) Strategy 3:

Assessment Design - Rigorous assessments will be designed that are reflective of the deconstructed standards.

Category: Learning Systems

Activity - Match	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the development of rigorous assessments. (Extended response, multiple choice, short answer, performance based assessments) Schools: All Schools	Academic Support Program	07/01/2016	06/29/2018	\$15000	Grant Funds	Director of Student Learning, Principals
Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive training on providing descriptive feedback. Schools: All Schools	Academic Support Program	01/16/2017	05/25/2018	\$15000	State Funds	Director of Student Learning, Principals

Measurable Objective 5:

73% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in reading skills in Reading by 05/25/2018 as measured by statewide assessments.

(shared) Strategy 1:

Curriculum Alignment - Curriculum documents will be reviewed to ensure congruence with state standards in the content areas.

Category: Learning Systems

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Activity - Standards Deconstruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards will be broken down into supporting, deconstructed standards. Schools: All Schools	Policy and Process	07/01/2016	07/28/2017	\$20000	State Funds	Director of Student Learning

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once standards have been deconstructed, behavior specific learning targets will be developed and posted daily. Schools: All Schools	Academic Support Program	07/01/2016	05/25/2018	\$15000	State Funds	Director of Student Learning and School Principals

(shared) Strategy 2:

Literacy Coach - The literacy coach will work with ELA/Reading teachers to align curriculum, deconstruct standards, develop rigorous, aligned assessments, and enhance instructional strategies.

Category: Professional Learning & Support

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Coach will receive annual coaching training. Schools: All Schools	Academic Support Program	07/01/2016	05/26/2017	\$5000	Title II Part A	Director of Student Learning, Literacy Coach

(shared) Strategy 3:

Assessment Design - Rigorous assessments will be designed that are reflective of the deconstructed standards.

Category: Learning Systems

Activity - Match	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the development of rigorous assessments. (Extended response, multiple choice, short answer, performance based assessments) Schools: All Schools	Academic Support Program	07/01/2016	06/29/2018	\$15000	Grant Funds	Director of Student Learning, Principals

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will receive training on providing descriptive feedback. Schools: All Schools	Academic Support Program	01/16/2017	05/25/2018	\$15000	State Funds	Director of Student Learning, Principals
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(shared) Strategy 4:

Writing - Writing Plan development and training for all staff is necessary to ensure all students are able to communicate effectively.

Category: Learning Systems

Activity - Writing Plan Development & Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Plan will be reviewed and revised at each school to ensure a clear, coherent plan is in place to guide instructional practice. Schools: All Schools	Academic Support Program	06/13/2016	11/08/2016	\$5000	District Funding	Principals

Activity - Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive effective writing training. Schools: All Schools	Academic Support Program	08/17/2015	05/25/2018	\$10000	State Funds	Literacy Coach, Principals, Director of Student Learning

Activity - Student Work Tracking System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A process for maintaining student writing electronically will be developed. Schools: All Schools	Technology	07/05/2016	12/16/2016	\$0	No Funding Required	DTC

Measurable Objective 6:

51% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency problem solving in Mathematics by 05/25/2018 as measured by statewide assessments.

(shared) Strategy 1:

Math Coach - The district will hire a math coach to assist teachers in the development of student-centered instructional strategies.

Category:

Activity - Training for Math Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Obtain effective coaching training for Math Coach Schools: All Schools	Professional Learning	09/17/2012	05/29/2015	\$10000	Other	Superintendent, Math Coach

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(shared) Strategy 2:

Curriculum Alignment - Curriculum documents will be reviewed to ensure congruence with state standards in the content areas.

Category: Learning Systems

Activity - Standards Deconstruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards will be broken down into supporting, deconstructed standards. Schools: All Schools	Policy and Process	07/01/2016	07/28/2017	\$20000	State Funds	Director of Student Learning
Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once standards have been deconstructed, behavior specific learning targets will be developed and posted daily. Schools: All Schools	Academic Support Program	07/01/2016	05/25/2018	\$15000	State Funds	Director of Student Learning and School Principals

(shared) Strategy 3:

Assessment Design - Rigorous assessments will be designed that are reflective of the deconstructed standards.

Category: Learning Systems

Activity - Match	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the development of rigorous assessments. (Extended response, multiple choice, short answer, performance based assessments) Schools: All Schools	Academic Support Program	07/01/2016	06/29/2018	\$15000	Grant Funds	Director of Student Learning, Principals
Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive training on providing descriptive feedback. Schools: All Schools	Academic Support Program	01/16/2017	05/25/2018	\$15000	State Funds	Director of Student Learning, Principals

Goal 8: Novice Reduction Goal

Measurable Objective 1:

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A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in reading skills in Reading by 05/25/2018 as measured by K-PREP and other statewide assessments.

(shared) Strategy 1:

Student Interventions - Comprehensive instructional interventions are necessary to support students who have not met instructional benchmarks and are in danger of falling behind.

Category: Learning Systems

Activity - Full-day Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full-day kindergarten will continue to be offered to all students. Schools: Berea Community Elementary School	Academic Support Program	08/10/2016	05/25/2018	\$0		Superintendent, BCES Principal, Director of Student Learning
Activity - Extended Day Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring and additional instruction will be made available for all students who have not met grade level benchmarks. Students in greatest need of support will be given first priority. Schools: All Schools	Academic Support Program	08/10/2016	05/25/2018	\$0		Director of Student Learning, School Principals
Activity - Transition Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Courses in reading/ELA and math will provided to seniors who have not met the ACT benchmarks prior to grade 12. Schools: Berea Community High School	Academic Support Program	01/11/2016	05/25/2018	\$0		BCHS Principal
Activity - Intervention Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention period will be created during the school day to provide instructional support to students not meeting benchmark in reading/ELA and math. Schools: All Schools	Academic Support Program	01/11/2016	05/25/2018	\$0		School principals and school councils
Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A clearly communicated monitoring process will be in place for students who are not meeting benchmark. Progress monitoring for students at each tier will be differentiated. Schools: All Schools	Policy and Process	01/11/2016	05/25/2018	\$0		Superintendent and Director of Exceptional Children
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(shared) Strategy 2:

Staff Development - All staff will receive training on meeting the needs of disadvantaged learners.

Category: Professional Learning & Support

Activity - Diversity Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive ongoing diversity training that focuses on the needs of the disadvantaged learner. Particular attention will be paid to instructional strategies as well as developing an understanding of the impact of poverty on student learning. Schools: All Schools	Professional Learning	08/08/2016	05/25/2018	\$0		Director of Student Learning, Principals

Activity - Reading Horizon's Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special needs teachers who teach literacy will be trained in the Reading Horizon's program. Schools: All Schools	Professional Learning	01/11/2016	05/25/2018	\$0		Director of Exceptional Children

Activity - MAP Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training on the interpretation of MAP results and how to use the MAP data for instructional supports and interventions will be conducted by the Math Coach Schools: All Schools	Professional Learning	01/11/2016	05/25/2018	\$0		Director of Student Learning, Math Coach

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in problem solving in Mathematics by 05/25/2018 as measured by K-PREP and other statewide assessments.

(shared) Strategy 1:

Student Interventions - Comprehensive instructional interventions are necessary to support students who have not met instructional benchmarks and are in danger of falling behind.

Category: Learning Systems

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Activity - Full-day Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full-day kindergarten will continue to be offered to all students. Schools: Berea Community Elementary School	Academic Support Program	08/10/2016	05/25/2018	\$0		Superintendent, BCES Principal, Director of Student Learning

Activity - Extended Day Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring and additional instruction will be made available for all students who have not met grade level benchmarks. Students in greatest need of support will be given first priority. Schools: All Schools	Academic Support Program	08/10/2016	05/25/2018	\$0		Director of Student Learning, School Principals

Activity - Transition Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Courses in reading/ELA and math will provided to seniors who have not met the ACT benchmarks prior to grade 12. Schools: Berea Community High School	Academic Support Program	01/11/2016	05/25/2018	\$0		BCHS Principal

Activity - Intervention Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention period will be created during the school day to provide instructional support to students not meeting benchmark in reading/ELA and math. Schools: All Schools	Academic Support Program	01/11/2016	05/25/2018	\$0		School principals and school councils

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A clearly communicated monitoring process will be in place for students who are not meeting benchmark. Progress monitoring for students at each tier will be differentiated. Schools: All Schools	Policy and Process	01/11/2016	05/25/2018	\$0		Superintendent and Director of Exceptional Children

(shared) Strategy 2:

Staff Development - All staff will receive training on meeting the needs of disadvantaged learners.

Category: Professional Learning & Support

Activity - Diversity Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will receive ongoing diversity training that focuses on the needs of the disadvantaged learner. Particular attention will be paid to instructional strategies as well as developing an understanding of the impact of poverty on student learning. Schools: All Schools	Professional Learning	08/08/2016	05/25/2018	\$0		Director of Student Learning, Principals
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Activity - Reading Horizon's Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special needs teachers who teach literacy will be trained in the Reading Horizon's program. Schools: All Schools	Professional Learning	01/11/2016	05/25/2018	\$0		Director of Exceptional Children

Activity - MAP Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing raining on the interpretation of MAP results and how to use the MAP data for instructional supports and interventions will be conducted by the Math Coach Schools: All Schools	Professional Learning	01/11/2016	05/25/2018	\$0		Director of Student Learning, Math Coach

Measurable Objective 3:

A 10% decrease of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will collaborate to decrease Novice performance. in Reading by 05/25/2018 as measured by performance on Spring 2018 K-PREP assessment..

Strategy 1:

RTI Intervention - Using data from our universal screener, MAP, students will be assigned to RTI support depending on level of need.

Category: Learning Systems

Activity - RTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the appropriate RTI instructional support program. Schools: All Schools	Professional Learning	06/05/2017	07/27/2018	\$2500	School Council Funds	Principals & Central Office Staff

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
Contract with Wiggins' PD Provider	Central office administration will contact Wiggins' PD company to determine cost estimates for providing 4 days of training.	Professional Learning	01/03/2014	01/31/2014	\$100	Superintendent
Remediation Strategies for Career Readiness	Provide academic support interventions for students who need additional support to meet standards for career readiness through the Seminar Program at BCHS as well as specific intervention in CTE courses for Skills Attainment (PERKINS OBJECTIVE 1--Activiy1). Materials to be purchased for remediation of skills standards and math and informational reading.	Academic Support Program	12/20/2013	05/26/2017	\$2500	CTE Coordinator, CTE Staff
College Signing Day	BCHS will host a college signing day after May 1 of each school year.	Other	05/10/2013	05/26/2017	\$1000	Principal and BCHS Guidance Counselor
Increase Student Support	Special Education Teachers will increase the amount and quality of student support within the general education setting; more IEP students will receive educational services in the general education classroom.	Academic Support Program	01/03/2013	05/26/2017	\$200000	DOSE, Principals, Special Education Staff, General Education Teachers
Student Advisory Council	A Student Advisory Council will meet monthly to review programming and provide suggestions for improving the student experience.	Community Engagement	10/30/2012	05/23/2017	\$2500	Superintendent
AP Offerings Increase	BCHS will offer at least 2 junior level AP courses and at least 4 senior level AP courses.	Academic Support Program	08/04/2014	05/26/2017	\$3000	Building principal
Transition Courses	Seniors who have not met the ACT benchmarks in Math and English/Reading will take a Transition Course to support benchmark attainment.	Academic Support Program	08/12/2015	05/25/2018	\$60000	BCMS/HS Principal/Guidance Counselor
Commons Behaviors Expectations Revision	PBIS team will work with grade level and department teams to develop Commons Area expectations.	Behavioral Support Program	03/02/2015	08/10/2016	\$500	PBIS Team

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Increase Student Support	Special Education Teachers will increase the amount and quality of student support within the general education setting; more IEP students will receive educational services in the general education classroom.	Academic Support Program	01/03/2013	05/26/2017	\$200000	DOSE; Principals; Special Education Staff; General Education Teachers
Schedule Training	A schedule for the 4-day training will be finalized and communicated to staff.	Professional Learning	03/03/2014	03/28/2014	\$50000	Superintendent and DDWS
Schedule Training	A schedule for the 4-day training will be finalized and communicated to staff.	Professional Learning	03/03/2014	03/28/2014	\$100	Superintendent and DDWS
Create Coaching Schedule	A schedule of coaching visits will be created to be implemented during PLC's.	Professional Learning	06/23/2014	08/08/2014	\$21600	DDWS, school councils, principals
Model Commons Area Expectations for Students	PBIS team will develop appropriate strategies for teaching Commons Expectations to students.	Behavioral Support Program	08/03/2015	05/27/2016	\$500	PBIS Team
Revenue Source Exploration	Central office staff will explore sources of revenue to fund Backward Design work.	Professional Learning	02/03/2014	02/28/2014	\$100	Superintendent
Benchmark and Tier Identification	District Level team will identify benchmarks, corresponding with assessment tools, that will be used to identify students in Tier I, Tier II, and Tier III for Response to Intervention process in the areas of reading and math for students K-12.	Policy and Process	02/28/2013	05/29/2015	\$1500	RTI Coordinator, Director of Exceptional Children, DDS
RTI Communication	District Level Team will provide communication of all elements of plan including Assessment Tools, Benchmarks for Identification, Identification Process, Intervention Tools, Intervention Process, and Referral Process to faculty, staff and parents.	Policy and Process	08/29/2014	12/26/2014	\$2000	RTI Coordinator, Director of Exceptional Children, DDS
Community Forums	Three community forums will be held per year to discuss timely issues including test scores, budgets, and school improvement planning.	Community Engagement	10/15/2014	05/25/2017	\$5000	Superintendent
PBIS Training	Train all district staff on PBIS processes	Professional Learning	08/03/2015	05/26/2017	\$25000	Principals, Director of Student Learning, DOSE, PBIS Team

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Research PBIS Training Schedule	PBIS team consisting of representation from all schools will research and propose a training schedule for all staff.	Professional Learning	03/09/2015	05/29/2015	\$500	BCHS Asst. Principal, teacher representatives, classified staff representatives
Intervention Plan Monitoring	Guidance counselors will develop a process and team to review student plans for those students most likely in danger of not graduating on time. Team will consist of FRYSC, GEAR UP staff, and at least one regular classroom teacher.	Academic Support Program, Tutoring	01/14/2016	05/26/2017	\$2500	Guidance counselor, Asst. Principal, GEAR UP staff, FRYSC staff
On-campus Dual Credit Course Access	English and Math dual credit courses will be taught at Berea Community High School and offered to qualifying students.	Academic Support Program	08/10/2016	05/25/2018	\$15000	BCHS Principal and Guidance Counselor
Total					\$593400	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Training	Teachers will be trained in the appropriate RTI instructional support program.	Professional Learning	06/05/2017	07/27/2018	\$2500	Principals & Central Office Staff
Pathway Awareness	Student handbooks will be revised to include Pathway descriptions to assist students in planning a career pathway that best fits their needs.	Career Preparation/Orientation	04/13/2015	05/26/2017	\$1000	Guidance Counselor
Total					\$3500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Job-embedded training	Staff will receive job-embedded content-alike formative assessment training.	Professional Learning	03/11/2013	05/29/2015	\$1500	DDS, Math Coach
Writing Training	Teachers will receive effective writing training.	Academic Support Program	08/17/2015	05/25/2018	\$10000	Literacy Coach, Principals, Director of Student Learning

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Berea Independent

Data Review	Teachers will be provided opportunities for the regular review of student performance data (CIITS, MASTER STUDENT DATA FILES) to guide differentiated instruction in the classrooms as well as RTI placements and programming.	Academic Support Program	01/10/2013	05/22/2015	\$2500	DDS, Principals
Descriptive Feedback	Teachers and administrators will receive training on providing descriptive feedback.	Academic Support Program	01/16/2017	05/25/2018	\$15000	Director of Student Learning, Principals
Learning Targets	Once standards have been deconstructed, behavior specific learning targets will be developed and posted daily.	Academic Support Program	07/01/2016	05/25/2018	\$15000	Director of Student Learning and School Principals
Standards Deconstruction	Standards will be broken down into supporting, deconstructed standards.	Policy and Process	07/01/2016	07/28/2017	\$20000	Director of Student Learning
Total					\$64000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Remediation Strategies for Career Readiness	Provide academic support interventions for students who need additional support to meet standards for career readiness through the Seminar Program at BCHS as well as specific intervention in CTE courses for Skills Attainment (PERKINS OBJECTIVE 1--Activiy1). Materials to be purchased for remediation of skills standards and math and informational reading.	Academic Support Program	12/20/2013	05/26/2017	\$1200	CTE Coordinator, CTE Staff
Total					\$1200	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Match	Teachers will receive training on the development of rigorous assessments. (Extended response, multiple choice, short answer, performance based assessments)	Academic Support Program	07/01/2016	06/29/2018	\$15000	Director of Student Learning, Principals
Total					\$15000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Behavior Benchmark and Tier Identification	District Level team will identify benchmarks, corresponding with assessment tools, that will be used to identify students in Tier I, Tier II, and Tier III for Response to Intervention process in the area of behavior for students K-12.	Policy and Process	08/29/2014	08/28/2015	\$5000	DOSE, RTI Coordinator, and DDWS
Behavior Interventions	District Level team will identify interventions to be used in the area of behavior as Tier I interventions, Tier II interventions, and Tier III interventions.	Policy and Process	08/29/2014	08/28/2015	\$3000	DOSE, DEC, DDWS, RTI Coordinator
Writing Plan Development & Revision	The Writing Plan will be reviewed and revised at each school to ensure a clear, coherent plan is in place to guide instructional practice.	Academic Support Program	06/13/2016	11/08/2016	\$5000	Principals
RTI Professional Development	Professional Development on all elements of the plan will be provided to all faculty members to ensure mastery of implementation.	Policy and Process	08/29/2014	12/26/2014	\$2000	RTI Coordinator, Director of Exceptional Children, Principals, DDS
Total					\$15000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	The Literacy Coach will receive annual coaching training.	Academic Support Program	07/01/2016	05/26/2017	\$5000	Director of Student Learning, Literacy Coach
PLC Implementation	All teachers will participate in PLCs that will be formed with the focus on Best Practices/Instructional strategies. The PLCs will use book studies, strategy development, and support for the implementation of student-centered instruction.	Professional Learning	05/24/2013	12/18/2015	\$15000	Math coach, PD Coordinator, Principals
Total					\$20000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Student Support	Special Education Teachers will increase the amount and quality of student support within the general education setting; more IEP students will receive educational services in the general education classroom.	Academic Support Program	01/03/2013	05/26/2017	\$100000	DOSE; Principals; Special Education Staff; General Education Teachers

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Intervention Bank	Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Professional Learning	05/24/2013	05/26/2017	\$2500	RTI Coordinator, DDWS, DEC, Principals
Progress Monitoring	Special Education Staff will regularly monitor student progress in Reading and use the progress monitoring data to determine proper and specific individual programming and instructional strategies for IEP students.	Academic Support Program	01/03/2013	05/26/2017	\$15000	DOSE; Special Education Staff; Principals
Training for Math Coach	Obtain effective coaching training for Math Coach	Professional Learning	09/17/2012	05/29/2015	\$10000	Superintendent, Math Coach
Increase Student Support	Special Education Teachers will increase the amount and quality of student support within the general education setting; more IEP students will receive educational services in the general education classroom.	Academic Support Program	01/03/2013	05/26/2017	\$100000	DOSE, Principals, Special Education Staff, General Education Teachers
Instructional Resources	The District and Schools will invest in the purchase of instructional resources that support student-centered instructional practices. Teachers will be provided specific training in the use of these resources in the classroom.	Direct Instruction	06/30/2015	06/30/2016	\$75000	Director of Districtwide Services, Principals
Intervention Bank	Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Policy and Process	05/24/2013	05/26/2017	\$2500	DDSW, DEC, Principals, Academic Interventionist
Progress Monitoring	Special Education Staff will regularly monitor student progress in Mathematics and use the progress monitoring data to determine proper and specific individual programming and instructional strategies for IEP students.	Academic Support Program	01/03/2013	05/26/2017	\$15000	DOSE: Principals; Special Education Staff
Total					\$320000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	Analyze student achievement by gpa groups relative to state (K-PREP, EPAS) and district and school assessment systems.	Policy and Process	05/24/2013	05/26/2017	\$0	DDWS, Principals, DEC, Academic Interventionists
Community Partnerships	Faculty, staff and administrators will actively seek out opportunities in the community to build relationships, share successes and programming information.	Community Engagement	10/11/2013	05/26/2017	\$0	Superintendent

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RTI Schedule Review	Adjustment of the District calendar, school day, and/or school schedules in order to provide intentional, regular intervention and enrichment to all students. Schools will use individual student data to develop school-wide schedules that support intensive intervention and/or enrichment for all students.	Policy and Process	01/04/2013	05/29/2015	\$0	Principals, School Councils, Counselors
Staffing Plan Proposal	Team of teachers, principals, district administration will develop an optimal staffing to be submitted to the Berea BOE for consideration	Policy and Process	01/20/2014	05/19/2014	\$0	Superintendent, Berea BOE
Guidance Counselor Direct Instruction	Guidance counselors at BCMS and BCHS will provide direct instruction to students regarding the necessary benchmarks for attaining college readiness.	Direct Instruction	08/30/2013	05/26/2017	\$0	Guidance counselors at BCMS and BCHS
In-School Schedule Intervention and Enrichment	School schedules will be revised to include in-school academic intervention and enrichment.	Academic Support Program	03/04/2013	05/27/2016	\$0	Building principals and school councils
Data Analysis	Analyze student achievement by gpa groups relative to state (K-PREP, EPAS) and district and school assessment systems.	Policy and Process	05/24/2013	05/26/2017	\$0	DDWS, DEC, Principals, Academic Specialists
Persistence to Graduation Report Review	Guidance counselors, principals, and assistant principals will review the Persistence to Graduation Reports at the end of each 9 week grading period and identify the top 10% of students most in danger of dropping out.	Policy and Process	03/29/2013	05/26/2017	\$0	Guidance counselors, principals, GEAR UP Academic Specialist
PTG Student Meeting	At the end of each 9 week grading period, guidance counselors will meet with students at-risk for dropping out according to PTG report	Tutoring	03/29/2013	05/26/2017	\$0	Guidance counselors
Student Data Review	Students (as developmentally appropriate) will also be provided opportunities to review and analyze their data and develop specific goals and strategies to help them meet their learning targets/growth targets.	Academic Support Program	01/25/2013	05/22/2015	\$0	Counselors, Principals, Students
Behavior Assessment Tool Identification	District level team will identify assessment tools/ Data to be used in identifying students, K-12, at risk in the area of behavior	Policy and Process	08/29/2014	08/28/2015	\$0	RTI Coordinator, Director of Exceptional Children, Principals, Counselors
Impact Study	Monitor student progress for growth in MAP relative to previous growth without use of formative assessment	Professional Learning	12/20/2013	05/22/2015	\$0	DDS, Math Coach
Early Implementation of Formative Assessment	Implementation of formative assessment strategies	Professional Learning	03/22/2013	05/29/2015	\$0	Principals, Teachers, DDS, Math Coach

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Student-Centered Learning Strategies Definitions	Teachers and administrators will define "Student Centered Classroom" in common language and expectations	Professional Learning	06/01/2015	05/26/2017	\$0	Superintendent, Principals, Teachers, DDS
Content Area Interventions	District Level team will identify interventions to be used in each area (reading, and math) as Tier I interventions, Tier II interventions, and Tier III interventions.	Policy and Process	02/28/2013	08/29/2014	\$0	RTI Coordinator, Director of Exceptional Children, DDS
RTI Identification Process	District Level Team will develop a process of identification of students in Tier I, Tier II and Tier III; a process of intervention implementation at each Tier; and Process of referral of students not meeting goals after process implementation. These processes will be completed for reading, math and behavior interventions.	Policy and Process	03/29/2013	08/28/2015	\$0	RTI Coordinator, Director of Exceptional Children, DDS, Principals, Counselors
Intervention Plan	Guidance counselors, and GEAR UP Academic Specialist will develop intervention plans with the students in grades 7-12 who are identified as likely drop-outs according to the PTG report.	Academic Support Program	10/25/2013	05/26/2017	\$0	Principals, Guidance Counselors, GEAR UP Academic Specialist
Non-cognitive Data	Identify non-cognitive data such as attendance, behavior and retention for Gap Group students	Policy and Process	08/09/2013	05/26/2017	\$0	DPP, DEC, Principals
Equitable Staff Assignment	Our district will ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable Distribution: at-risk and minority students will be taught at the same rates as other students by experienced, qualified, or in-field teachers.	Policy and Process	03/01/2013	05/26/2017	\$0	Superintendent, Berea BOE
Non-Cognitive Data	Identify non-cognitive data such as attendance, behavior and retention for Gap Group students.	Policy and Process	08/09/2013	05/26/2017	\$0	DPP, Guidance Counselors, Principals
Team Members	District RTI Coordinator identifies team members representative of each school.	Policy and Process	01/11/2013	01/31/2014	\$0	RTI Coordinator

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Research	A team of teachers, principals and district administrators will research optimal staffing levels.	Class Size Reduction	04/15/2013	01/13/2014	\$0	DDS, Superintendent, Berea BOE
Student Work Tracking System	A process for maintaining student writing electronically will be developed.	Technology	07/05/2016	12/16/2016	\$0	DTC
Staff Reflection	Survey staff on the strengths and weaknesses of formative assessment use.	Professional Learning	05/24/2013	05/29/2015	\$0	DDS, Math Coach, Principals
College Course Access	All BCHS students will be made aware of opportunities to take dual credit courses at Berea College and Eastern Kentucky University.	Academic Support Program	08/15/2013	05/26/2017	\$0	BCHS Guidance Counselor
					Total	\$0

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Offerings Increase	BCHS will offer at least 2 junior level AP courses and at least 4 senior level AP courses.	Academic Support Program	08/04/2014	05/26/2017	\$3000	Building principal
In-School Schedule Intervention and Enrichment	School schedules will be revised to include in-school academic intervention and enrichment.	Academic Support Program	03/04/2013	05/27/2016	\$0	Building principals and school councils
Instructional Resources	The District and Schools will invest in the purchase of instructional resources that support student-centered instructional practices. Teachers will be provided specific training in the use of these resources in the classroom.	Direct Instruction	06/30/2015	06/30/2016	\$75000	Director of Districtwide Services, Principals
Student-Centered Learning Strategies Definitions	Teachers and administrators will define "Student Centered Classroom" in common language and expectations	Professional Learning	06/01/2015	05/26/2017	\$0	Superintendent, Principals, Teachers, DDS
PLC Implementation	All teachers will participate in PLCs that will be formed with the focus on Best Practices/Instructional strategies. The PLCs will use book studies, strategy development, and support for the implementation of student-centered instruction.	Professional Learning	05/24/2013	12/18/2015	\$15000	Math coach, PD Coordinator, Principals
Training for Math Coach	Obtain effective coaching training for Math Coach	Professional Learning	09/17/2012	05/29/2015	\$10000	Superintendent, Math Coach

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Research	A team of teachers, principals and district administrators will research optimal staffing levels.	Class Size Reduction	04/15/2013	01/13/2014	\$0	DDS, Superintendent, Berea BOE
Staffing Plan Proposal	Team of teachers, principals, district administration will develop an optimal staffing to be submitted to the Berea BOE for consideration	Policy and Process	01/20/2014	05/19/2014	\$0	Superintendent, Berea BOE
Job-embedded training	Staff will receive job-embedded content-alike formative assessment training.	Professional Learning	03/11/2013	05/29/2015	\$1500	DDS, Math Coach
Early Implementation of Formative Assessment	Implementation of formative assessment strategies	Professional Learning	03/22/2013	05/29/2015	\$0	Principals, Teachers, DDS, Math Coach
Staff Reflection	Survey staff on the strengths and weaknesses of formative assessment use.	Professional Learning	05/24/2013	05/29/2015	\$0	DDS, Math Coach, Principals
Impact Study	Monitor student progress for growth in MAP relative to previous growth without use of formative assessment	Professional Learning	12/20/2013	05/22/2015	\$0	DDS, Math Coach
Team Members	District RTI Coordinator identifies team members representative of each school.	Policy and Process	01/11/2013	01/31/2014	\$0	RTI Coordinator
Behavior Assessment Tool Identification	District level team will identify assessment tools/ Data to be used in identifying students, K-12, at risk in the area of behavior	Policy and Process	08/29/2014	08/28/2015	\$0	RTI Coordinator, Director of Exceptional Children, Principals, Counselors
Benchmark and Tier Identification	District Level team will identify benchmarks, corresponding with assessment tools, that will be used to identify students in Tier I, Tier II, and Tier III for Response to Intervention process in the areas of reading and math for students K-12.	Policy and Process	02/28/2013	05/29/2015	\$1500	RTI Coordinator, Director of Exceptional Children, DDS
Content Area Interventions	District Level team will identify interventions to be used in each area (reading, and math) as Tier I interventions, Tier II interventions, and Tier III interventions.	Policy and Process	02/28/2013	08/29/2014	\$0	RTI Coordinator, Director of Exceptional Children, DDS
RTI Identification Process	District Level Team will develop a process of identification of students in Tier I, Tier II and Tier III; a process of intervention implementation at each Tier; and Process of referral of students not meeting goals after process implementation. These processes will be completed for reading, math and behavior interventions.	Policy and Process	03/29/2013	08/28/2015	\$0	RTI Coordinator, Director of Exceptional Children, DDS, Principals, Counselors

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Berea Independent

RTI Communication	District Level Team will provide communication of all elements of plan including Assessment Tools, Benchmarks for Identification, Identification Process, Intervention Tools, Intervention Process, and Referral Process to faculty, staff and parents.	Policy and Process	08/29/2014	12/26/2014	\$2000	RTI Coordinator, Director of Exceptional Children, DDS
RTI Professional Development	Professional Development on all elements of the plan will be provided to all faculty members to ensure mastery of implementation.	Policy and Process	08/29/2014	12/26/2014	\$2000	RTI Coordinator, Director of Exceptional Children, Principals, DDS
Data Review	Teachers will be provided opportunities for the regular review of student performance data (CIITS, MASTER STUDENT DATA FILES) to guide differentiated instruction in the classrooms as well as RTI placements and programming.	Academic Support Program	01/10/2013	05/22/2015	\$2500	DDS, Principals
Student Data Review	Students (as developmentally appropriate) will also be provided opportunities to review and analyze their data and develop specific goals and strategies to help them meet their learning targets/growth targets.	Academic Support Program	01/25/2013	05/22/2015	\$0	Counselors, Principals, Students
RTI Schedule Review	Adjustment of the District calendar, school day, and/or school schedules in order to provide intentional, regular intervention and enrichment to all students. Schools will use individual student data to develop school-wide schedules that support intensive intervention and/or enrichment for all students.	Policy and Process	01/04/2013	05/29/2015	\$0	Principals, School Councils, Counselors
Community Partnerships	Faculty, staff and administrators will actively seek out opportunities in the community to build relationships, share successes and programming information.	Community Engagement	10/11/2013	05/26/2017	\$0	Superintendent
Community Forums	Three community forums will be held per year to discuss timely issues including test scores, budgets, and school improvement planning.	Community Engagement	10/15/2014	05/25/2017	\$5000	Superintendent
Student Advisory Council	A Student Advisory Council will meet monthly to review programming and provide suggestions for improving the student experience.	Community Engagement	10/30/2012	05/23/2017	\$2500	Superintendent
Data Analysis	Analyze student achievement by gpa groups relative to state (K-PREP, EPAS) and district and school assessment systems.	Policy and Process	05/24/2013	05/26/2017	\$0	DDWS, Principals, DEC, Academic Interventionists
Intervention Bank	Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Professional Learning	05/24/2013	05/26/2017	\$2500	RTI Coordinator, DDWS, DEC, Principals

Comprehensive District Improvement Plan

Berea Independent

Non-Cognitive Data	Identify non-cognitive data such as attendance, behavior and retention for Gap Group students.	Policy and Process	08/09/2013	05/26/2017	\$0	DPP, Guidance Counselors, Principals
Data Analysis	Analyze student achievement by gpa groups relative to state (K-PREP, EPAS) and district and school assessment systems.	Policy and Process	05/24/2013	05/26/2017	\$0	DDWS, DEC, Principals, Academic Specialists
Intervention Bank	Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Policy and Process	05/24/2013	05/26/2017	\$2500	DDSW, DEC, Principals, Academic Interventionist
Non-cognitive Data	Identify non-cognitive data such as attendance, behavior and retention for Gap Group students	Policy and Process	08/09/2013	05/26/2017	\$0	DPP, DEC, Principals
Equitable Staff Assignment	Our district will ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable Distribution: at-risk and minority students will be taught at the same rates as other students by experienced, qualified, or in-field teachers.	Policy and Process	03/01/2013	05/26/2017	\$0	Superintendent, Berea BOE
Increase Student Support	Special Education Teachers will increase the amount and quality of student support within the general education setting; more IEP students will receive educational services in the general education classroom.	Academic Support Program	01/03/2013	05/26/2017	\$300000	DOSE, Principals, Special Education Staff, General Education Teachers
Progress Monitoring	Special Education Staff will regularly monitor student progress in Reading and use the progress monitoring data to determine proper and specific individual programming and instructional strategies for IEP students.	Academic Support Program	01/03/2013	05/26/2017	\$15000	DOSE; Special Education Staff; Principals
Increase Student Support	Special Education Teachers will increase the amount and quality of student support within the general education setting; more IEP students will receive educational services in the general education classroom.	Academic Support Program	01/03/2013	05/26/2017	\$300000	DOSE; Principals; Special Education Staff; General Education Teachers
Progress Monitoring	Special Education Staff will regularly monitor student progress in Mathematics and use the progress monitoring data to determine proper and specific individual programming and instructional strategies for IEP students.	Academic Support Program	01/03/2013	05/26/2017	\$15000	DOSE: Principals; Special Education Staff
Contract with Wiggins' PD Provider	Central office administration will contact Wiggins' PD company to determine cost estimates for providing 4 days of training.	Professional Learning	01/03/2014	01/31/2014	\$100	Superintendent

Comprehensive District Improvement Plan

Berea Independent

Revenue Source Exploration	Central office staff will explore sources of revenue to fund Backward Design work.	Professional Learning	02/03/2014	02/28/2014	\$100	Superintendent
Schedule Training	A schedule for the 4-day training will be finalized and communicated to staff.	Professional Learning	03/03/2014	03/28/2014	\$50100	Superintendent and DDWS
Create Coaching Schedule	A schedule of coaching visits will be created to be implemented during PLC's.	Professional Learning	06/23/2014	08/08/2014	\$21600	DDWS, school councils, principals
Behavior Benchmark and Tier Identification	District Level team will identify benchmarks, corresponding with assessment tools, that will be used to identify students in Tier I, Tier II, and Tier III for Response to Intervention process in the area of behavior for students K-12.	Policy and Process	08/29/2014	08/28/2015	\$5000	DOSE, RTI Coordinator, and DDWS
Behavior Interventions	District Level team will identify interventions to be used in the area of behavior as Tier I interventions, Tier II interventions, and Tier III interventions.	Policy and Process	08/29/2014	08/28/2015	\$3000	DOSE, DEC, DDWS, RTI Coordinator
Research PBIS Training Schedule	PBIS team consisting of representation from all schools will research and propose a training schedule for all staff.	Professional Learning	03/09/2015	05/29/2015	\$500	BCHS Asst. Principal, teacher representatives, classified staff representatives
PBIS Training	Train all district staff on PBIS processes	Professional Learning	08/03/2015	05/26/2017	\$25000	Principals, Director of Student Learning, DOSE, PBIS Team
Commons Behaviors Expectations Revision	PBIS team will work with grade level and department teams to develop Commons Area expectations.	Behavioral Support Program	03/02/2015	08/10/2016	\$500	PBIS Team
Model Commons Area Expectations for Students	PBIS team will develop appropriate strategies for teaching Commons Expectations to students.	Behavioral Support Program	08/03/2015	05/27/2016	\$500	PBIS Team
Standards Deconstruction	Standards will be broken down into supporting, deconstructed standards.	Policy and Process	07/01/2016	07/28/2017	\$20000	Director of Student Learning
Learning Targets	Once standards have been deconstructed, behavior specific learning targets will be developed and posted daily.	Academic Support Program	07/01/2016	05/25/2018	\$15000	Director of Student Learning and School Principals
Coaching	The Literacy Coach will receive annual coaching training.	Academic Support Program	07/01/2016	05/26/2017	\$5000	Director of Student Learning, Literacy Coach

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Match	Teachers will receive training on the development of rigorous assessments. (Extended response, multiple choice, short answer, performance based assessments)	Academic Support Program	07/01/2016	06/29/2018	\$15000	Director of Student Learning, Principals
Descriptive Feedback	Teachers and administrators will receive training on providing descriptive feedback.	Academic Support Program	01/16/2017	05/25/2018	\$15000	Director of Student Learning, Principals
Writing Plan Development & Revision	The Writing Plan will be reviewed and revised at each school to ensure a clear, coherent plan is in place to guide instructional practice.	Academic Support Program	06/13/2016	11/08/2016	\$5000	Principals
Writing Training	Teachers will receive effective writing training.	Academic Support Program	08/17/2015	05/25/2018	\$10000	Literacy Coach, Principals, Director of Student Learning
Student Work Tracking System	A process for maintaining student writing electronically will be developed.	Technology	07/05/2016	12/16/2016	\$0	DTC
Extended Day Learning	Tutoring and additional instruction will be made available for all students who have not met grade level benchmarks. Students in greatest need of support will be given first priority.	Academic Support Program	08/10/2016	05/25/2018	\$0	Director of Student Learning, School Principals
Diversity Training	Staff will receive ongoing diversity training that focuses on the needs of the disadvantaged learner. Particular attention will be paid to instructional strategies as well as developing an understanding of the impact of poverty on student learning.	Professional Learning	08/08/2016	05/25/2018	\$0	Director of Student Learning, Principals
Reading Horizon's Training	All special needs teachers who teach literacy will be trained in the Reading Horizon's program.	Professional Learning	01/11/2016	05/25/2018	\$0	Director of Exceptional Children
Intervention Period	An intervention period will be created during the school day to provide instructional support to students not meeting benchmark in reading/ELA and math.	Academic Support Program	01/11/2016	05/25/2018	\$0	School principals and school councils
RTI Progress Monitoring	A clearly communicated monitoring process will be in place for students who are not meeting benchmark. Progress monitoring for students at each tier will be differentiated.	Policy and Process	01/11/2016	05/25/2018	\$0	Superintendent and Director of Exceptional Children
MAP Assessment Training	Ongoing training on the interpretation of MAP results and how to use the MAP data for instructional supports and interventions will be conducted by the Math Coach	Professional Learning	01/11/2016	05/25/2018	\$0	Director of Student Learning, Math Coach
RTI Training	Teachers will be trained in the appropriate RTI instructional support program.	Professional Learning	06/05/2017	07/27/2018	\$2500	Principals & Central Office Staff

Comprehensive District Improvement Plan

Berea Independent

Total \$948900

Berea Community Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance Counselor Direct Instruction	Guidance counselors at BCMS and BCHS will provide direct instruction to students regarding the necessary benchmarks for attaining college readiness.	Direct Instruction	08/30/2013	05/26/2017	\$0	Guidance counselors at BCMS and BCHS
Persistence to Graduation Report Review	Guidance counselors, principals, and assistant principals will review the Persistence to Graduation Reports at the end of each 9 week grading period and identify the top 10% of students most in danger of dropping out.	Policy and Process	03/29/2013	05/26/2017	\$0	Guidance counselors, principals, GEAR UP Academic Specialist
PTG Student Meeting	At the end of each 9 week grading period, guidance counselors will meet with students at-risk for dropping out according to PTG report	Tutoring	03/29/2013	05/26/2017	\$0	Guidance counselors
Intervention Plan	Guidance counselors, and GEAR UP Academic Specialist will develop intervention plans with the students in grades 7-12 who are identified as likely drop-outs according to the PTG report.	Academic Support Program	10/25/2013	05/26/2017	\$0	Principals, Guidance Counselors, GEAR UP Academic Specialist
Pathway Awareness	Student handbooks will be revised to include Pathway descriptions to assist students in planning a career pathway that best fits their needs.	Career Preparation/Orientation	04/13/2015	05/26/2017	\$1000	Guidance Counselor
Intervention Plan Monitoring	Guidance counselors will develop a process and team to review student plans for those students most likely in danger of not graduating on time. Team will consist of FRYSC, GEAR UP staff, and at least one regular classroom teacher.	Academic Support Program, Tutoring	01/14/2016	05/26/2017	\$2500	Guidance counselor, Asst. Principal, GEAR UP staff, FRYSC staff
Total					\$3500	

Berea Community High School

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

Berea Independent

Remediation Strategies for Career Readiness	Provide academic support interventions for students who need additional support to meet standards for career readiness through the Seminar Program at BCHS as well as specific intervention in CTE courses for Skills Attainment (PERKINS OBJECTIVE 1--Activiy1). Materials to be purchased for remediation of skills standards and math and informational reading.	Academic Support Program	12/20/2013	05/26/2017	\$3700	CTE Coordinator, CTE Staff
Guidance Counselor Direct Instruction	Guidance counselors at BCMS and BCHS will provide direct instruction to students regarding the necessary benchmarks for attaining college readiness.	Direct Instruction	08/30/2013	05/26/2017	\$0	Guidance counselors at BCMS and BCHS
College Signing Day	BCHS will host a college signing day after May 1 of each school year.	Other	05/10/2013	05/26/2017	\$1000	Principal and BCHS Guidance Counselor
College Course Access	All BCHS students will be made aware of opportunities to take dual credit courses at Berea College and Eastern Kentucky University.	Academic Support Program	08/15/2013	05/26/2017	\$0	BCHS Guidance Counselor
Persistence to Graduation Report Review	Guidance counselors, principals, and assistant principals will review the Persistence to Graduation Reports at the end of each 9 week grading period and identify the top 10% of students most in danger of dropping out.	Policy and Process	03/29/2013	05/26/2017	\$0	Guidance counselors, principals, GEAR UP Academic Specialist
PTG Student Meeting	At the end of each 9 week grading period, guidance counselors will meet with students at-risk for dropping out according to PTG report	Tutoring	03/29/2013	05/26/2017	\$0	Guidance counselors
Intervention Plan	Guidance counselors, and GEAR UP Academic Specialist will develop intervention plans with the students in grades 7-12 who are identified as likely drop-outs according to the PTG report.	Academic Support Program	10/25/2013	05/26/2017	\$0	Principals, Guidance Counselors, GEAR UP Academic Specialist
Pathway Awareness	Student handbooks will be revised to include Pathway descriptions to assist students in planning a career pathway that best fits their needs.	Career Preparation/Orientation	04/13/2015	05/26/2017	\$1000	Guidance Counselor
Transition Courses	Seniors who have not met the ACT benchmarks in Math and English/Reading will take a Transition Course to support benchmark attainment.	Academic Support Program	08/12/2015	05/25/2018	\$60000	BCMS/HS Principal/Guidance Counselor
On-campus Dual Credit Course Access	English and Math dual credit courses will be taught at Berea Community High School and offered to qualifying students.	Academic Support Program	08/10/2016	05/25/2018	\$15000	BCHS Principal and Guidance Counselor

Comprehensive District Improvement Plan

Berea Independent

Intervention Plan Monitoring	Guidance counselors will develop a process and team to review student plans for those students most likely in danger of not graduating on time. Team will consist of FRYSC, GEAR UP staff, and at least one regular classroom teacher.	Academic Support Program, Tutoring	01/14/2016	05/26/2017	\$2500	Guidance counselor, Asst. Principal, GEAR UP staff, FRYSC staff
Transition Courses	Courses in reading/ELA and math will be provided to seniors who have not met the ACT benchmarks prior to grade 12.	Academic Support Program	01/11/2016	05/25/2018	\$0	BCHS Principal
Total					\$83200	

Berea Community Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Full-day Kindergarten	Full-day kindergarten will continue to be offered to all students.	Academic Support Program	08/10/2016	05/25/2018	\$0	Superintendent, BCES Principal, Director of Student Learning
Total					\$0	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Berea Independent

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Berea Independent

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

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

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Berea Independent

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Berea Independent

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

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

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All students ON-TRACK for meeting or exceeding established benchmarks for college and career readiness

Measurable Objective 1:

collaborate to implement a staffing plan bringing class sizes in grades K-12 to optimal levels as permitted by budgeting by 05/18/2018 as measured by school board minutes and staffing policies.

Strategy1:

Equitable Staff Assignment - Staff will be assigned equitably to ensure that students identified as belonging to the GAP group students have access to effective instruction to ensure progress in meeting College and Career Readiness standards.

Category: Learning Systems

Research Cited:

Activity - Equitable Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our district will ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable Distribution: at-risk and minority students will be taught at the same rates as other students by experienced, qualified, or in-field teachers.	Policy and Process	03/01/2013	05/25/2018	\$0 - No Funding Required	Superintendent, Berea BOE

Strategy2:

Optimal Class Size - A team of teachers, principals, and district administrators will develop a staffing plan that results in optimal staffing levels.

Category: Human Capital Management

Research Cited:

Activity - Staffing Plan Proposal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team of teachers, principals, district administration will develop an optimal staffing to be submitted to the Berea BOE for consideration	Policy and Process	01/20/2014	02/04/2019	\$0 - No Funding Required	Superintendent, Berea BOE

Comprehensive District Improvement Plan

Berea Independent

Activity - Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers, principals and district administrators will research optimal staffing levels.	Class Size Reduction	04/15/2013	02/04/2019	\$0 - No Funding Required	DSL, Superintendent, Berea BOE

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

Goal 1:

All students prepared for 21st Century CITIZENSHIP including creativity, critical thinking, collaboration, civic engagement, communication, and compassion

Measurable Objective 1:

collaborate to create and implement a community engagement plan by 08/14/2017 as measured by website, publications, messaging systems, and survey data.

Strategy1:

Engagement and Communication - Using multiple platforms and schedules, we will increase engagement and communication opportunities.

Category:

Research Cited:

Activity - Community Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff and administrators will actively seek out opportunities in the community to build relationships, share successes and programming information.	Community Engagement	10/11/2013	05/25/2018	\$0 - No Funding Required	Superintendent

Activity - Student Advisory Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Student Advisory Council will meet monthly to review programming and provide suggestions for improving the student experience.	Community Engagement	10/30/2012	05/25/2018	\$2500 - General Fund	Superintendent

Activity - Community Forums	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three community forums will be held per year to discuss timely issues including test scores, budgets, and school improvement planning.	Community Engagement	10/15/2014	05/25/2018	\$5000 - General Fund	Superintendent

Measurable Objective 2:

collaborate to develop and implement a coherent behavior system based on mutual respect and which includes clear expectations, positive reinforcements, and clear and consistent consequences by 05/25/2018 as measured by student handbooks, council minutes, student referral

Comprehensive District Improvement Plan

Berea Independent

data, walk-through observations, and student achievement.

Strategy1:

Commons areas expectations clarification - Expectations for student behavior in commons areas will be clarified resulting in an improved learning environment..

Category: Management Systems

Research Cited:

Activity - Commons Behaviors Expectations Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS team will work with grade level and department teams to develop Commons Area expectations.	Behavioral Support Program	03/02/2015	07/28/2017	\$500 - General Fund	PBIS Team

Activity - Model Commons Area Expectations for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS team will develop appropriate strategies for teaching Commons Expectations to students.	Behavioral Support Program	08/03/2015	08/04/2017	\$500 - General Fund	PBIS Team

Strategy2:

PBIS Training - All staff will receive ongoing professional development to implement a Positive Behavioral Intervention System to create a more positive, safe, learning environment..

Category: Management Systems

Research Cited:

Activity - PBIS Training Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS team consisting of representation from all schools will research and propose a training schedule for all staff.	Professional Learning	03/09/2015	05/25/2018	\$500 - General Fund	BCHS Asst. Principal, teacher representatives, classified staff representatives

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all district staff on PBIS processes	Professional Learning	08/03/2015	05/25/2018	\$25000 - General Fund	Principals, Director of Student Learning, DOSE, PBIS Team

Executive Summary

Introduction

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

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

Description of the School System

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

The Berea Independent School District serves 1,200 students from Preschool through grade 12. For 165 years our schools have served the small town of Berea, which is located in central Kentucky approximately 30 miles south of Lexington. We are fortunate to have a strong educational partner in Berea College and we offer our high school students the opportunity to take dual credit courses on the college campus. Our student population is steady and all of our faculty are Highly Qualified.

Berea is a healthy vibrant community. Our primary challenge is to continue to ensure our students have Opportunity upon graduation. In a rapidly changing world, Opportunity continues to evolve and we must evolve our curriculum, instructional systems, assessment strategies, and technological understanding to be responsive educational partners with our students, families, and community.

System's Purpose

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

Mission Statement: Our mission is to engage students, families, and the community in creating a safe, innovative learning environment that nurtures, challenges, and educates each student to be a fulfilled, responsible citizen in a diverse society.

Slogan: We are Kid driven!

Core Beliefs:

- >Educational success is uniquely defined by each student.
- >All students make a contribution.
- >Positive relationships enhance and facilitate learning.
- >High expectations, when supported with well-trained teachers and adequate resources, result in greater student learning.
- >All students can learn.
- >Students learn best in a safe, positive environment.
- >Diversity enhances and enriches our school community.
- >Family and community partnerships enhance student learning.
- >Every student deserves engaging, rigorous instruction every day.

Our mission statement, slogan, and core beliefs are evident in nearly every aspect of our school. From dual credit offerings through Berea College to after-school tutoring, we are committed to meeting the needs of our students regardless of their current performance level. It is important that we recognize where our students are currently performing, but more important to help our students understand where they can be in the future. We offer a well-rounded education inclusive of an appreciation for the arts. Additionally, we recognize that students must be prepared to be citizens in our democracy and should be able to communicate effectively, collaborate with peers, think critically, demonstrate compassion, be creative problem-solvers, and be civically engaged.

Notable Achievements and Areas of Improvement

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

Our district achievements/recognition include the following:

- >The percentage of graduate meeting all three College Readiness benchmarks improved for the 4th consecutive year.
- >Our high school and middle school bands were judged Distinguished.
- >Our elementary school chorus was judged Distinguished.
- >The Berea Independent School District was one of 425 school districts in the U.S. and Canada honored by the College Board with placement on the 6th Annual AP® District Honor Roll for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.
- >We continue to implement the Leader in Me programming which fosters leadership among students and encourages proactive decision-making
- >We received a grant to implement the bully prevention program, Green Dot, in our middle and high school.
- >Overall, math achievement in the district is increasing.
- >We re-purposed a grant to create a District Literacy Coach to help teachers authentically include writing into the content areas.

Areas in need of improvement include the following:

- >We need to increase embedded authentic writing into our curriculum to increase rigor and enhance communication skills.
- >We need to continue our work in aligning our mathematic curriculum to ensure our students are fully prepared for college or employment at graduation.
- >We need to continue our work on Positive Behavior and Intervention Supports (PBIS) programming which helps ensure a positive school culture.
- >We need to continue our focus on reducing the number of students scoring Novice on statewide assessments.

Additional Information

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

We are committed to all of our students having Opportunity upon graduation. Opportunity is defined as the position of having the capacity and skill-set to make decisions on the student's own interest as opposed to being forced into a less-than-desirable situation due to a lack of preparation.