

Comprehensive District Improvement Plan (CDIP) Berea Independent School District 2024-2025

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

- Increased focus on K-8 reading systems and processes to ensure all students are reading at grade level. This includes focus on the core curriculum and Tier II and Tier III interventions.
- Increased focus on K-12 Mathematics systems and processes to ensure all students can master grade level math.
- Increase graduation rate with a focus on improving college and career readiness status.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establish Learning Environment and Culture

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	ES- Medium MS- Medium HS- Medium	ES- Significant Increase MS- Increase HS- Decline
State Assessment Results in science, social studies and writing	ES- Medium MS- Medium HS- High	ES- Significant Increase MS- Increase HS- Significant Increase
English Learner Progress	ES- N/A MS- N/A HS- N/A	ES- N/A MS- N/A HS- N/A
Quality of School Climate and Safety	ES- Medium MS- High HS- Medium	ES- Significant increase MS- Significant Increase HS- Increase
Postsecondary Readiness (high schools and districts only)	HS- Low	HS- Significant Decline
Graduation Rate (high schools and districts only)	HS- Low	HS- Increase

Explanations/Directions

Goal: Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (Reading and Math goal):					
BCES: Increase the number of students scoring at or above proficiency in Reading from 49% to 75% and in Math from 38% to 75% by 2028, as measured by state academic assessment.					
BCMS: Increase proficiency from 46% proficient/distinguished to 56% proficient/distinguished in Reading and from 36% proficient/distinguished to 44% proficient/distinguished in Math by June 2026 as measured by state required academic assessments.					
BCHS: Increase proficiency from 30% to 36% in Reading and from 29% to 35% in Math by Spring of 2026 as measured by the state required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: BCES aims to raise student proficiency rates in Reading from 49% to 75% and in Math from 38% to 75% by 2028, based on state academic assessments. BCMS aims to increase Reading proficiency levels from 46% to 51% by June 2025, and from 36% proficient/distinguished to 44% proficient/distinguished in Math by June 2026 as measured by state required academic assessments.as measured by state-required academic assessments. BCHS aims to increase Reading proficiency levels from 30% to 36% by Spring 2026, and from 29% to 35% in Math as measured by state-mandated academic assessments	<i>Strategies are school specific when noted:</i> KCWP 1: Design and Deploy Standards Design a system for deployment of standards in order to ensure all students have access to curriculum, which includes standards at the appropriate levels of rigor and fidelity	<i>Activities are school specific when noted:</i> BCES and BCMS utilize i-Ready curriculum, i-Ready toolbox (Tier 2 and Tier 3), i-Ready Reteaching, i-Ready Scaffolding School-wide for benchmarking and remediation. BCHS utilizes IXL for benchmarking and remediation.	<i>Activity-specific and school-specific measures applied as appropriate.</i> I-Ready Diagnostic, reports, standards mastery, Running Records and i-Ready summative assessments.	<i>Progress monitoring methods as applicable for the activity/strategy:</i> I-Ready Standards Mastery, I-Ready weekly formative assessments, and i-ready Data Review.	<i>Use of diverse funding sources as needed</i> SBDM, BISD general fund, Gear Up Funds (as appropriate), Title funds (as appropriate).
	KCWP 2: Design and Deliver Instruction Design and Deliver core instruction to ensure that at least 80% of all students are successful in Reading.	BCES, BCMS, BCHS will use UNRAAVEL/ 12 Power Words Strategies from Larry Bell professional development.	i-Ready and IXL reports and assessments.	I-Ready Standards Mastery, I-Ready weekly formative assessments, and i-ready Data Review.	SBDM, BISD general fund, Gear Up Funds (as appropriate), Title funds (as appropriate).
	KCWP 4: Review, Analyze, Apply Data Results	BCES, BCMS, BCHS conducts PLCs to review/revise curriculum, to ensure Kentucky academic standards are being taught with fidelity.	PLC Agendas, Revised Pacing Guides, KDE Standards Resources.	I-Ready Standards Mastery, I-Ready weekly formative assessments, and i-ready Data Review.	SBDM, BISD general fund, Gear Up Funds (as appropriate), Title funds (as appropriate).

	KCWP 5: Design, Align and Deliver Support	BCES, BCMS, BCHS: District instructional leaders will conduct walkthroughs to ensure the instructional program is intentional, high-quality, culturally responsive, academically rigorous, evidence-based, and accessible to all students in every classroom.	Teacher observation Data and Feedback documents.	KSA results and teacher evaluations.	SBDM, BISD general fund, Gear Up Funds (as appropriate), Title funds (as appropriate).
	KCWP 6: Establish Learning Environment and Culture	BCES, BCMS, BCHS: Provide professional development that enhances learning culture. BCES, BCMS, BCHS: MTSS - provide greater understanding of expectations for students, teachers, and parents.	PD records, SBDM Agenda/Minutes, Student Voice Data, iReady and/or IXL Data (benchmark data). Reduction in student disciplinary referrals.	Continued data collection and evaluation with a report provided to SBDM, Surveys for student voice data. iReady Data Review (BCES, BCMS) IXL Data Review (BCHS) and analysis. Student Behavior Reports from Infinite Campus.	SBDM, BISD general fund, Gear Up Funds (as appropriate), Title funds (as appropriate).

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (Science, Social Studies, and Writing goal):

BCES: Increase the number of students scoring at or above proficiency in science from 33% to 60%, Social Studies from 37% to 60%, and writing from 45% to 60% by 2028 as measured by the state academic assessment.

BCMS: Increase proficiency from 20% proficient/distinguished to 24% proficient/distinguished in science and from 36% proficient/distinguished to 42% proficient/distinguished in Social Studies by June 2026 as measured by state required academic assessments. Increase proficiency from 55% proficient/distinguished to 65% proficient/distinguished in Writing by June 2026 as measured by state required academic assessments.

BCHS: Increase proficiency from 45% to 51% in Writing and from 43% to 49% in Social Studies by Spring of 2026 as measured by the state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: BCES aims to increase the number of students scoring at or above proficiency in science from 33% to 60%, Social Studies from 37% to	<i>Strategies are school specific when noted:</i> KCWP 1: Design and Deploy Standards Design a system for deployment of standards in order to ensure all students have access to curriculum,	<i>Activities are school specific when noted:</i> BCES and BCMS utilize i-Ready curriculum, i-Ready toolbox (Tier 2 and Tier 3), i-Ready Reteaching, i-Ready Scaffolding School-wide for benchmarking and remediation.	<i>Activity-specific and school-specific measures applied as appropriate.</i> I-Ready Diagnostic, reports, standards mastery, Running Records and i-Ready summative assessments.	<i>Progress monitoring methods as applicable for the activity/strategy:</i> I-Ready Standards Mastery, I-Ready weekly formative assessments, and i-ready Data Review.	<i>Use of diverse funding sources as needed</i> SBDM, BISD general fund, Gear Up Funds (as appropriate), Title funds (as appropriate).

Goal 2 (Science, Social Studies, and Writing goal):

BCES: Increase the number of students scoring at or above proficiency in science from 33% to 60%, Social Studies from 37% to 60%, and writing from 45% to 60% by 2028 as measured by the state academic assessment.

BCMS: Increase proficiency from 20% proficient/distinguished to 24% proficient/distinguished in science and from 36% proficient/distinguished to 42% proficient/distinguished in Social Studies by June 2026 as measured by state required academic assessments. Increase proficiency from 55% proficient/distinguished to 65% proficient/distinguished in Writing by June 2026 as measured by state required academic assessments.

BCHS: Increase proficiency from 45% to 51% in Writing and from 43% to 49% in Social Studies by Spring of 2026 as measured by the state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>60%, and writing from 45% to 60% by 2028 as measured by the state academic assessment</p> <p>BCMS aims to improve proficiency rates by June 2026, increasing Science proficiency from 20% to 24%, Social Studies from 36% to 42%, and writing from 55% to 65%, as measured by state-required academic assessments.</p> <p>BCHS aims to increase proficiency from 45% to 51% in Writing and from 43% to 49% in Social Studies by Spring of 2026 as measured by the state required academic assessments.</p>	<p>which includes standards at the appropriate levels of rigor and fidelity</p> <p>KCWP 2: Design and Deliver Instruction Design and Deliver core instruction to ensure that at least 80% of all students are successful in Reading.</p> <p>KCWP 4: Review, Analyze, Apply Data Results</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establish Learning Environment and Culture</p>	<p>BCHS utilizes IXL for benchmarking and remediation.</p> <p>BCES, BCMS, BCHS will use UNRAAVEL/ 12 Power Words Strategies from Larry Bell professional development.</p> <p>BCES, BCMS, BCHS conducts PLCs to review/revise curriculum, to ensure Kentucky academic standards are being taught with fidelity.</p> <p>District instructional leaders will conduct walkthroughs to ensure the instructional program is intentional, high-quality, culturally responsive, academically rigorous, evidence-based, and accessible to all students in every classroom.</p>	<p>Student improvement in: benchmark assessments and increase realized in KSA scores.</p> <p>iReady and IXL Data and Standard Data evaluation through benchmarking and assessments.</p> <p>Improvement in Quality, Climate, and Safety index scores on KSA testing results</p>	<p>IXL Data Review (BCHS) and analysis.</p> <p>Walkthroughs, teacher observation data, and Feedback documents.</p> <p>PLC Agendas, Revised Pacing Guides, SBDM Agenda/Minutes and Student Voice Data outlining implemented efforts to improve curriculum.</p> <p>Continued data collection and evaluation with a report provided to SBDM.</p>	

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Goal 3 Achievement Gap:					
BCES: Increase the number of special education students scoring at or above proficiency in reading from 18% to 60% by 2028, as measured by state academic assessment.					
BCMS: Decrease Novice percentage for students with IEPs from 43% to 35% in Reading by June 2026. Decrease Novice percentage for students with IEPs from 48% to 40% in Math by June 2026.					
BCHS: Increase proficiency from 0% to 15% in Reading and Math for students with disabilities by Spring of 2026 as measured by the state required academic assessments					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>BCES aims to Increase the number of special education students scoring at or above proficiency in reading from 18% to 60% by 2028, as measured by state academic assessment.</p> <p>BCMS aims to Decrease Novice percentage for students with IEPs from 43% to 35% in Reading by June 2026. Decrease Novice percentage for students with IEPs from 48% to 40% in Math by June 2026.</p> <p>BCHS aims to increase proficiency from 0% to 15% in Reading and Math for students with disabilities by Spring of 2026 as measured by the state required academic assessments</p>	<p><i>Strategies are school specific when noted:</i></p> <p>BCES: Design a system with processes in PLCs and unit planning to ensure that all students are being taught the standards of appropriate levels of rigor with fidelity.</p> <p>BCES: Special Education teachers will be pushing into the classrooms to co-teach.</p> <p>KCWP 1-Design and Deploy Standards (Design a system for deployment of standards in order to ensure all students have access to curriculum, which includes standards at the appropriate levels of rigor and fidelity).</p> <p>KCWP 2-Design and Deliver Instruction (Design and Deliver core instruction to ensure that at least 80% of all students are successful in Reading).</p>	<p><i>Activities are school specific when noted:</i></p> <p>BCES: Teaching students to ask and use their accommodations.</p> <p>BCES: Explicit instruction in core academic areas UFLI (fluency program).</p> <p>BCES: LETTRS strategies, Reading A to Z, i-Ready Curriculum, i-Ready Toolbox, Scaffolding, Intentional grouping, Co-teaching Structures, and Modeling for re-teaching.</p> <p>BCMS: School administrators and teachers will receive training to effectively use tools and resources in CERT and Edulastic to assess learning progress and track standard mastery.</p> <p>BCMS: School and District administrators will perform Walkthroughs to provide feedback on instructional practice and classroom learning environment. Teachers will participate in Evidence Based Instruction Practices Courses.</p>	<p><i>Activity-specific and school-specific measures applied as appropriate.</i></p> <p>BCES: i-Ready assessments, Formative Assessment, Checking for Understanding</p> <p>BCMS and BCHS: PLC Agendas, Revised Pacing Guides, KDE Document (Adjusting Curriculum for Acceleration KY Standards Resources).</p> <p>BCMS and BCHS: Teacher observation Data and Feedback documents.</p> <p>BCMS and BCHS: SBDM Agenda/Minutes and Student Voice Data.</p>	<p><i>Progress monitoring methods as applicable for the activity/strategy</i></p> <p>BCES: Completed by SPED teacher:</p> <ul style="list-style-type: none"> ● i-Ready Reports ● IEP goal data collection ● i-Ready growth monitoring <p>BCMS: I-Ready Standards Mastery, I-Ready weekly formative assessments, and i-ready Data Review.</p> <p>BCHS: IXL Data Review and analysis.</p> <p>BCES, BCMS, BCHS: Continued data collection and evaluation with report provided to SBDM.</p> <p>BCHS: IXL Data and Standard Data evaluation.</p>	<p><i>Use of diverse funding sources as needed</i></p> <p>SBDM, BISD general fund, Gear Up Funds (as appropriate), Title funds (as appropriate).</p>

4: English Learner Progress

Goal 4 (English learner goal):

District Goal for Schools - BCES, BCMS, and BCHS: Each student identified as ELL will increase their scale score as determined by the Kentucky State Assessment by 25% by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>BCES, BCMS, and BCHS: Each student identified as ELL will increase their scale score as determined by the Kentucky State Assessment by 25% by May 2026</p>	<p><i>Strategies are school specific when noted.</i></p> <p>(KCWP 5): Implement a system of support that ensures the use of high-quality instructional strategies, intentional monitoring of data, and individual support to meet the needs of EL students.</p>	<p><i>Activities are school specific when noted.</i></p> <ul style="list-style-type: none"> • EL students will receive specialized instruction daily with the EL teacher that will support their regular tier 1 instruction. • The EL teacher will regularly collaborate with regular ed teachers to plan/modify instruction and monitor student performance. • Community partnerships have been established with Berea College to provide mentoring for EL students and in-class support as needed. 	<p><i>Activity-specific and school-specific measures applied as appropriate.</i></p> <p>Increase in levels measured on ACCESS testing.</p>	<p><i>Progress monitoring methods as applicable for the activity/strategy.</i></p> <p>EL Teacher Support, use of College Mentors and Translation Services.</p>	<p><i>Use of diverse funding sources as needed.</i></p> <p>Title Funds as appropriate.</p>

5: Quality of School Climate and Safety

Goal 5 (Climate and Safety goal):

BCES: Increase the Quality of School Climate & Safety Indicator Score from 75.5 to 90.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

BCMS: Increase the Quality of School Climate & Safety Indicator Score from 71.4 to 90.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

BCHS: Increase the Quality of School Climate & Safety Indicator Score from 62.9 to 85.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>BCES aims to increase the Quality of School Climate & Safety Indicator Score from 75.5 to 90.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.</p>	<p><i>Strategies are school specific when noted.</i></p> <p>KCWP6: (Establish Learning Environment & Culture)</p> <p>BCES: MTSS - Align & integrate Behavior System: The Leader In Me and PBIS, monthly check-in with faculty, coordinate meetings on the school climate in the classrooms and in the building.</p> <p>BCES: LIM Morning Meeting.</p> <p>BCES: Building Stronger and more Positive Relationships with the Students, going over safety and climate questions to ensure students voice is valued, 6 positive and Encouraging Personal Words to each student, and using Restorative Practices when communicating to students.</p>	<p><i>Activities are school specific when noted.</i></p> <p>BCES: Go over a procedure every two weeks to review along with the Leader in Me Habit that connects with it to classes during morning meetings.</p> <p>BCES: Focusing on 7 Habits, Calm Down Strategies, and the importance of building characteristics of leadership for every student in the school.</p> <p>BCES: School News Broadcast (hosted by students)</p> <p>BCES: After school programs for K-5 throughout the year</p>	<p><i>Activity-specific and school-specific measures applied as appropriate.</i></p> <p>BCES, BCMS, BCHS (common): Reduction in behavior referrals (Infinite Campus Data)</p> <p>BCES, BCMS, BCHS (common): Improved Attendance (Infinite Campus)</p>	<p><i>Progress monitoring methods as applicable for the activity/strategy.</i></p> <p>SEL screener, Instant Reporting survey results, and data trends.</p>	<p><i>Use of diverse funding sources as needed.</i></p> <p>SBDM allocations, BISD general funds, Gear Up Funds, Title funds.</p>

Goal 5 (Climate and Safety goal):

BCES: Increase the Quality of School Climate & Safety Indicator Score from 75.5 to 90.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

BCMS: Increase the Quality of School Climate & Safety Indicator Score from 71.4 to 90.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

BCHS: Increase the Quality of School Climate & Safety Indicator Score from 62.9 to 85.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>BCMS aims to increase the Quality of School Climate & Safety Indicator Score from 71.4 to 90.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.</p> <p>BCHS aims to increase the Quality of School Climate & Safety Indicator Score from 62.9 to 85.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.</p>	<p>BCMS, BCHS: KCWP 1: Design and Deploy SEL Curriculum and Intervention</p> <p>Implement and Deliver SEL screener to ensure that all students are seen through a holistic view. That students will receive appropriate interventions based on data.</p> <p>BCMS, BCHS: (KCWP 6) MTSS - Align & integrate Behavior System: The Leader In Me and PBIS.</p>	<p>BCMS, BCHS: Students will take a fall and spring SEL screener. Based on the screener results students and teachers will have access to interventions and SEL lessons.</p> <p>BCMS, BCHS: Teachers will implement SEL lessons in flex classes. The Behavior Interventionist will be working with identified Tier 3 students weekly as determined by district RTI plan. The Guidance Counselor will use data from the screener to create small groups and identify student needs.</p> <p>BCMS, BCHS: Leader in Me Programming intro and programming throughout the year and re-focus PBIS practices in order to integrate PBIS and The LEader In Me Programs.</p> <p>BCMS: MS Student Council Established</p>	<p>BCMS, BCHS: Gathering stakeholder feedback from teacher SEL surveys. Collect student data throughout the year via Satchel Pulse screener.</p> <p>BCMS, BCHS: Create individual SEL surveys to measure growth (Students are moving through a tiered system).</p> <p>BCMS, BCHS: Full implementation of The Leader In Me program.</p> <p>BCMS: Formal documentation of council identified.</p>	<p>BCMS, BCHS: Gather stakeholder feedback from teacher SEL surveys, and collect student data throughout the year through the Satchel Pulse Screener.</p> <p>BCMS, BCHS: Behavior reports from Infinite Campus</p> <p>BCMS, BCHS: Verification through walkthrough evaluations specific to MTSS (including TLIM and PBIS).</p> <p>Council meeting agendas and council meeting notes.</p>	<p>ContinuedGrowth in student membership beyond the implementation year as reported by the Gifted & Talented Coordinator.</p>
<p>Gifted and Talented Program</p>	<p>Development student leaders (KCWP 6).</p>	<p>Implement National Junior Honor Society, develop data tracker to improve identifying gifted students, &</p>	<p>Implementation of a program.</p>	<p>ContinuedGrowth in student membership beyond the implementation year as reported by the Gifted & Talented Coordinator.</p>	

Goal 5 (Climate and Safety goal):

BCES: Increase the Quality of School Climate & Safety Indicator Score from 75.5 to 90.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

BCMS: Increase the Quality of School Climate & Safety Indicator Score from 71.4 to 90.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

BCHS: Increase the Quality of School Climate & Safety Indicator Score from 62.9 to 85.0 by June of the 2025-2026 school year as measured by Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Family Engagement	KCWP6: (Establish Learning Environment & Culture)	provide opportunities for student summer camps. BCES, BCMS, BCHS : Conduct family events for parents to support student learning (Math night, displaying student work, etc.), Parent/Teacher Conferences, and opportunities for parents to participate in policy creation.	Invitations, meeting agendas and detailed minutes, sign-in sheets, letters, flyers, website/handbook information, training materials.	Review of submitted documentation in Title 1 Next platform.	Title I

6: Postsecondary Readiness

Goal 6 (Postsecondary goal):

BCHS will Increase overall transition readiness from 72% to 90% by 2026 as measured by state required transition readiness benchmarks.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>Increase overall transition readiness from 72% to 90% by 2026 as measured by state required transition readiness benchmarks.</p>	<p><i>Strategies are school specific when noted:</i></p> <p>(KCWP 2): Implement a system for delivering high quality instruction to ensure that Tier 1 is highly effective, culturally responsive, and research based and provided equitably to everyone in the classroom.</p>	<p><i>Activities are school specific when noted:</i></p> <p><u>CTE:</u> The Administrative team will develop concise communication with regards to CTE pathways and dual credit offerings to provide students and stakeholder understanding of post-secondary readiness metrics.</p> <p>Administrative assessment of post-secondary readiness will occur on a weekly basis.</p>	<p><i>Activity-specific and school-specific measures applied as appropriate.</i></p> <p>Increase in percentage of students meeting ACT benchmark scores.</p> <p>Increase the number of students earning career certification.</p> <p>Increase in number of students enrolling and passing dual credit opportunities.</p>	<p><i>Progress monitoring methods as applicable for the activity/strategy.</i></p> <p>Attendance Monitoring, Credit Inventories Home visits, Dual Credit Opportunities, increase in offerings of CTE Pathways, KYOTE Testing, ACT Testing and Mastery, Prep program for progress towards benchmarks, and CTE Certifications.</p>	<p><i>Use of diverse funding sources as needed.</i></p> <p>SBDM</p>

7: Graduation Rate

Goal 7 (Graduation rate goal):

BCHS will increase the climate index score from 60.2 to 85 and the safety index score from 55.7 to 85 by the 2025-2026 school year as measured by IMPACT Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>Increase overall graduation rate from 91.7% to 95% by the end of the 25-26 school year.</p>	<p><i>Strategies are school specific when noted:</i></p> <p>(KCWP 6): Implement processes to support and improve learning culture and environment in order to nurture and sustain a fair and caring learning community where both students have optimal opportunities for success.</p>	<p><i>Activities are school specific when noted:</i></p> <p>Administrative team will work directly with student groups on a monthly basis to gauge student perception on school climate and safety.</p> <p>Student groups will be challenged to develop strategies and programs that target climate and safety to increase positive student feelings and perceptions.</p> <p>Administrative team will monitor student feelings and perceptions with regards to climate and safety monthly.</p>	<p><i>Activity-specific and school-specific measures applied as appropriate.</i></p> <p>Increase in positive responses for the quality of school climate and safety survey.</p>	<p><i>Progress monitoring methods as applicable for the activity/strategy.</i></p> <p>Implement a Student Council, create Student Voice Committees, Student Interviews, Quarterly Climate and Safety surveys, Adaptive Schools Trainings.</p>	<p><i>Use of diverse funding sources as needed.</i></p> <p>SBDM, Title Funds (as appropriate), Gear Up Funds (as appropriate).</p>

8: Other (Optional)

Goal 8 (State your other goal.): District Strategic Planning The goal for the district is to develop and implement a Strategic Plan that establishes clear objectives, identifies actionable steps to achieve them, and allocates necessary resources effectively to ensure success.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Conduct formal work-sessions with stakeholders (BOE, Community, Teachers, Administrators, student representatives. Facilitated by Dr. Evans, KDEC	<i>Strategies are school specific when noted:</i> (KCWP 5): School/District leaders must establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students. Ongoing continuous improvement and data-based decision making should occur at all levels to match instruction, intervention, and supports to the identified needs of all learners. Resources are aligned to needs in order to make all systems work together for continuous improvement and success.	<i>Activities are school specific when noted:</i> Work sessions designed to determine the current state of all areas of District Departments and to develop areas for improvement for each.	<i>Activity-specific and school-specific measures applied as appropriate.</i> Completed draft Strategic Plan.	<i>Progress monitoring methods as applicable for the activity/strategy.</i> Development of departmental planning committees.	<i>Use of diverse funding sources as needed.</i> District General Fund
Objective 2: Develop departmental improvement plans for the district.	(KCWP 5): Design, Align and Deliver Support Classroom Activities	Conduct departmental committee meetings to develop improvement initiatives.	Proposed initiatives developed and presented to the BOE.	<ul style="list-style-type: none"> • Departmental meeting agendas and minutes of conducted meetings. • Documented initiatives to be presented to the BOE for approval. 	No funds required

Goal 8 (State your other goal.): District Strategic Planning

The goal for the district is to develop and implement a Strategic Plan that establishes clear objectives, identifies actionable steps to achieve them, and allocates necessary resources effectively to ensure success.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3:</p> <p>Obtain BOE approval for new initiative(s) and implement initiatives.</p>	<p><i>(KCWP 5): Design, Align and Deliver Support Classroom Activities</i></p>	<p>Present proposed improvement initiatives to the BOE seeking approval.</p>	<ul style="list-style-type: none"> • Initiatives approved by the BOE for implementation. • Implemented initiatives reported to BOE. 	<ul style="list-style-type: none"> • BOE Agenda (referencing initiatives being sought for approval – for each department). • Minutes of BOE meetings referencing implementation of initiatives – for each department. 	<p>No Funds required</p>
<p>Objective 4:</p> <p>Ensure the MTSS program is embedded in all aspects of district oversight.</p>	<p><i>(KCWP 5): School/District leaders must establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students. Ongoing continuous improvement and data-based decision making should occur at all levels to match instruction, intervention, and supports to the identified needs of all learners. Resources are aligned to needs in order to make all systems work together for continuous improvement and success.</i></p>	<ul style="list-style-type: none"> • Refine goals to ensure the current state is reflected (District Team). • Develop formal Teams (District and School level to manage required student interventions in Tiers 2 and 3. • Reestablish/establish data types required to analyze the state of the student improvements and effectiveness of the MTSS program. <p>Note: this effort to update the MTSS program is related to the Strategic Planning in process.</p>	<p>Data analysis of: attendance, behavior, intervention status by Tier.</p>	<p>Team meetings (weekly) with reports at school level and in addition to District level meetings (monthly).</p>	<p>Title IV, SBDM</p>

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:

Currently there are no schools targeted for support.

Berea Community Schools utilize multiple sources of input. Data is collected and analyzed to determine the needs of underperforming subgroups of students.

Some of these include:

1. MTSS System - academic, behavior, SEL, and other data is monitored here
 - o Data analysis exists within this document vertically from the district down to the grade level
 - o Subgroup data is also tracked, monitored, and analyzed
 - o District Level Monthly Meetings occur after school level monthly meetings
2. Walkthrough - focused on academic areas, especially student engagement
3. PD, PLC, & District meetings are conducted on a regular basis providing collaborative time for teachers to plan and study their assessment data to ensure they are targeting their instruction for the current needs of their students
4. MTSS/Intervention plans are developed for each school, grades, moving down to the individual students to ensure they are receiving the proper to meet their needs and these plans are revised on an as needed basis based on student progress
5. Teacher reflections are utilized to identify stakeholder input on the next steps needed for continuous improvement to occur

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response:

N/A