Comprehensive District Improvement Plan (CDIP)
Berea Independent School District 2025-2026

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
  - KCWP 1: Design and Deploy Standards
  - KCWP 2: Design and Deliver Instruction
  - KCWP 3: Design and Deliver Assessment Literacy
  - KCWP 4: Review, Analyze and Apply Data Results
  - KCWP 5: Design, Align and Deliver Support
  - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and

- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap

Three- to Five-Year Goal (2026-2028):
By 2028, the district will significantly narrow achievement gaps for Students with Disabilities (SWD) and other identified gap groups. Success will be measured by reducing SWD novice performance to 25% or less in Reading and 30% or less in Math at each school level, while also increasing SWD proficiency by at least 10 percentage points compared to the 2024–2025 baseline.

Across all grade spans, subgroup performance patterns show clear and persistent gaps, especially for students with IEPs and students who are economically disadvantaged. At the elementary level, students with IEPs score substantially lower than the overall student population, with reading results about 22 points below all students and math results about 31.6 points lower. Economically disadvantaged students also demonstrate achievement gaps, performing roughly 8-9 points below their peers in both reading and math. In middle school, these differences become even more pronounced. Students with IEPs show very large gaps, scoring approximately 30.7 points lower in reading and 25.9 points lower in math compared to all students. Economically disadvantaged students continue to show meaningful gaps as well, with reading scores about 6.1 points lower and math scores about 8.3 points lower. At the high school level, economically disadvantaged students score about 8.9 points below their peers in both reading and math. Data for students with IEPs are not publicly reported at this level because the number of tested students falls below the minimum reporting threshold.

Objective(s):
Reduce Students with Disabilities novice in Reading by 5 points and Math by 5 points districtwide; raise Students with Disabilities Reading proficiency by 4 points and Math proficiency by 4 points from 2024–2025 baselines.

Strategy:
- KCWP 2 & 5: Strengthen co-teaching/Specially Designed Instruction and Tier 2 supports within MTSS; align accommodations to IEP goals; tighten progress-monitoring cycles.

  We will strengthen co-teaching and specially designed instruction, along with Tier 2 supports within MTSS. Student accommodations will be closely aligned to each student's IEP goals, and progress monitoring will follow consistent, timely cycles to ensure supports are working and adjustments are made quickly.

- KCWP 4: PLC data cycles every 2–3 weeks using common measures (i-Ready and IXL); reteach/extension protocols.

Teams will use PLC data cycles every 2-3 weeks to review common measures such as i-Ready and IXL, and. Using those results, teachers will follow clear reteach and extension routines to address learning gaps quickly and provide enrichment for students who are ready to move ahead.

Activities:

As part of the MTSS focus…
- Strengthen Tier 1 core instruction through consistent, high-quality instructional practices and aligned supports.
- Use data to run reteach and intervention cycles (analyze results, reteach priority standards, reassess, and adjust).
- Implement equity-focused supports for students with disabilities and economically disadvantaged learners, including targeted scaffolds, Specially Designed Instruction fidelity checks, and access to intervention/enrichment
- Accelerate Co-planning time & look-for's for co-teaching; Specially Designed Instruction coaching cycles (monthly).
- Standards-aligned intervention menus; entry/exit criteria; weekly Aimsweb / Curriculum-Based Measurement checks.

Progress Monitoring:

As part of MTSS…
- Develop Specially Designed Instruction (SDW) subgroup dashboards for monthly MTSS meeting reviews
- Develop and implement walk-through rubrics for use during admin walkthroughs reporting.

Funding:
- IDEA, Title I-A (targeted supports), Title II-A (PD/coaching), ESS

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three to Five-Year Goal: 2026-2028
The district's goal is to raise overall performance by reaching an index of 75 or higher in Reading and 65 or higher in Mathematics, while also decreasing the percentage of students scoring in the Novice range to 15% or less in Reading and 20% or less in Math across the district. Currently, districtwide results are approximately 71 in Reading and 58.9 in Math, with about 21% of students at Novice in Reading and 30% at Novice in Mathematics.

Mathematics underperformance is Districtwide. Math indices remain below 60 at the elementary and middle levels, respectively, with roughly one-third of students in the novice category. The data indicates a potential inconsistency in Tier 1 and Tier 2 practices.

Objective(s):

- Increase Reading Index by 3 points and Math Index by 4 points districtwide.
- Reduce Math novice by 4 points (district priority) and Reading novice by 2 points.

Strategy:

- KCWP 2: Tighten Tier 1 alignment - structured literacy, retrieval-based math, explicit practice/feedback, balanced assessment system with calibrated interim/common tasks.

  We will strengthen everyday classroom teaching, so students get more consistent support in every grade. This includes using proven reading routines, helping students remember math through regular review and practice, and giving clear instruction with quick feedback. We'll also use a simple, balanced set of check-ins and shared assignments to make sure students are learning what we expect and to adjust teaching when needed.

- KCWP 4: District and school MTSS teams have been established to regularly review data and guide improvement efforts. Their analysis will drive decisions about needed professional learning and key process changes to strengthen the overall academic environment. As part of this work, the district will hold quarterly data meetings where school teams and district leaders review current academic and behavioral data, monitor progress toward goals, and agree on next steps for instruction and interventions.

- KCWP 5: MTSS refinement (tier entry/exit, tutoring/ESS alignment).

  Berea Independent School District's MTSS program is being strengthened to provide clear processes and goal-oriented plans for success. This framework is vital for our improvement in all areas, especially in the lagging academic areas. Tier 1 and Tier 2 must be more defined with consistent processes aligned throughout the district; this includes developing clear tier entry and exit strategies for students in each Tier level.

Activities:

- Develop and implement a common list of Tier 1 non-negotiables for math and reading that includes daily cumulative review and a clear progression from worked examples to guided practice and then to independent practice.
- MTSS district and building teams will determine regular checkpoint assessments to develop a standard for reteach cycles that will be essential to move students out of the novice range.

Progress Monitoring:

- As part of MTSS Focus: Quarterly district data summits where school teams and district leaders review current academic/behavior data, evaluate progress toward goals, and agree on next steps for instruction and interventions.
- Administer and review i-Ready diagnostics and progress data at the elementary and middle school levels.
- Monitor and analyze high school IXL and benchmark assessment results.

- Develop, administer, and score common unit assessments across courses/grade levels.
- Conduct instructional walkthroughs and analyze trend data to identify strengths and priority needs.

Funding:
Title I-A (interventions), Title II-A (PD/coaching), ESS

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes", districts must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	**Yes**
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	**Yes**
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Raise proficiency and reduce novice across all three areas, with particular emphasis on Writing at the elementary and middle schools, and Science at the high school (sustain HS Social Studies strengths).

Objective(s):

- Writing (elementary and middle schools: Increase overall proficiency 5 points; reduce novice 4 points.
- Science (high school): Increase 3 points in overall proficiency; reduce novice by 2 points.
- Social Studies (high school): Increase overall efficiency by 2 points.

Strategy:

- The district will implement a districtwide writing framework that clearly outlines expected writing genres by grade span and supports consistent expectations through calibrated scoring three times each year.
- Vertically align grade spans to ensure alignment of state science standards.

Activities:

- Convene a district science team to align curriculum to state science standards and implement throughout the grade spans.
- Provide content specific professional development and common science benchmarks at all levels.

Progress Monitoring:

During monthly MTSS meetings, teams will share updates on key activities and supports so each grade span receives clear, consistent guidance and next steps.

Funding:
Title II-A (PD), Title IV-A (well-rounded).

Priority Indicator #2: **Postsecondary Readiness**

Three- to Five-Year Goal: Increase percentage of students with postsecondary readiness to 98% by 2030.

Objective(s):

BCHS will increase the Postsecondary Readiness score from 91.8 to 95 by June 2027 as measured by Kentucky Department of Education Guidelines for postsecondary readiness.
Strategy: KCWP 5: Design, Align, and Deliver Support

School/District leaders must establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Activities:

Staff and administrators will continue to offer opportunities for students to demonstrate postsecondary readiness through Dual Credit, CTE/career pathways, and standardized testing (ACT, SAT, KYOTE). Attendance will be monitored to ensure students have access to high-quality instruction.

Progress Monitoring:

- Attendance Monitoring - Weekly
- Credit Inventories
- Home visits
- Dual Credit Opportunities
- CTE Pathways
- KYOTE Testing
- ACT/SAT Testing and Mastery Prep program for progress towards benchmarks
- CTE Certifications

This monitoring is intentionally aligned to remove barriers and provide differentiated supports based on individual student needs. Continuous monitoring and intervention ensure that all students are supported toward achieving postsecondary readiness benchmarks.

Funding: Supplemental State Funding for CTE Pathways & Assessment Materials.