



# **Comprehensive School Improvement Plan**

**Berea Community Middle School**

**Berea Independent**

Donna Lovell, Principal  
1 Pirate Pkwy  
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 School Diagnostic**

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	self selected 1: Male Teachers self selected 2: GT	Berea Middle data Berea Middle data

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

The equity data shows;

1. Percent of students identified for free and reduced lunch is at 68%. This provides many areas of celebration and challenges. We celebrate our focus on providing opportunities in learning, purpose and pride. With over 90% of our students involved in one or more activity outside of the classroom, we see great growth in student leadership. Our challenge is supporting the large number of students that have barriers to learning in middle grades with restrictive income.
2. The percents of students with disabilities and students identified for gifted and talented programs are very similar. We celebrate our thorough identification process in both programs, and the resources that are developed to ensure opportunities for all students. However, while we have been successful in allowing acceleration and challenging classes to support continued growth for our students identified as gifted and talented, we are still challenged to ensure that growth for students with disabilities meet their individual needs for success.

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

There are two main identified barriers;

1. Increasing teacher turnover - over past 3 years we have seen a small, but gaining number of teachers leaving our middle school.  
Root Causes; Scheduling (small school = increase number of preps), advancement in leadership, teacher support
2. Parent Involvement - we have not been able to fully develop a sustained increase in parent involvement.  
Root Causes; In consistent Communication, out reach ineffective, parent education level



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

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

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

**OR**

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

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

## **Goal 1:**

By September 2017, Berea Community Middle School will decrease the percent of students scoring novice in Reading and Math by 50 % as measured by KPREP.

## **Measurable Objective 1:**

increase student growth in the areas of Reading and Math by 09/30/2017 as measured by 2017 KPREP.

## **Strategy1:**

Professional Learning - Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

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Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$200 - School Council Funds	Principal Teachers

## Goal 2:

By June 2017, Berea Community Middle School will increase the percent of students meeting behavioral benchmarks from 67% to 87% as measured by PBIS data.

### Measurable Objective 1:

collaborate to increase percent of students meeting behavioral benchmarks by 06/01/2017 as measured by PBIS data.

### Strategy1:

Implementation of RTI plan - The Tier II and Tier III Behavioral Plans will be fully implemented to focus on intervention support for students identified.

Category: Persistence to Graduation

Research Cited:

Activity - Development/Implementation of Behavior Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavioral Tier II and Tier III plans will be developed and implemented for individual students.	Behavioral Support Program	01/03/2017	06/01/2017	\$200 - School Council Funds	Assistant Principal Principal School Counselor

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Assistant Principal, School Counselor, In School Diversion Specialist will be trained in the RTI behavior plans - development and implementation	Professional Learning Behavioral Support Program	01/03/2017	02/01/2017	\$0 - District Funding	Director of Exceptional Children Principal School Psychologist

## Goal 3:

By September 2017, Berea Community Middle School will increase the percent of students meeting proficiency in the area of Reading from 50.7 to 70 as measured by KPREP.

### Measurable Objective 1:

increase student growth in the area of Reading by 09/30/2017 as measured by 2017 KPREP.

### Strategy1:

Professional Learning Teams - Professional Learning Teams will address the need of Curricular Alignment in the area of English Language Arts. The imbedded learning will focus on Learning Target development, strategy introduction, and analysis of student, class and school

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data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue professional learning teams on a weekly basis to focus on learning target development, strategy introduction and data analysis.	Professional Learning	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal Teachers

## Goal 4:

By September 2017, BCMS will increase the percent of students reaching proficiency in the area of Math from 30.4 to 50 as measured by KPREP.

## Measurable Objective 1:

increase student growth in the area of Math by 09/30/2017 as measured by 2017 KPREP.

## Strategy1:

Professional Learning - Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principals Teachers

# **Phase I - The Missing Piece**

## **Introduction**

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

## Stakeholders

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

Donna Lovell, Principal

Luke Wright, Assistant Principal

Wayne Robertson, School Counselor

Nathan Jones, Teacher

Julie Guthrie, Teacher

Gina Wicker, Teacher

Cathy Jones, Teacher, SBDM

Leah Graham, Teacher, SBDM

Josh Woodward, SBDM

Nikki McHenry, Para Educator, Parent

Melissa Saylor Classified Employee, Alumni

Jon Saderholm, Parent

Katie Starzman, Parent

Nancy Helms, Parent

Emma Lovell, Student

Katie Okumu, Student

Sam House, Student

Cora Livingston, Student

Karmadi Santiago, Student

## Relationship Building

Overall Rating: 2.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.1</b>	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.2</b>	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.3</b>	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.4</b>	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.6</b>	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.7</b>	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

**Communications**

Overall Rating: 2.43

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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



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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

**Decision Making**

Overall Rating: 2.0

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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

**Advocacy**

Overall Rating: 2.67

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 2.0

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>6.2</b>	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>6.4</b>	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

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

## Community Partnerships

Overall Rating: 2.17

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

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

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

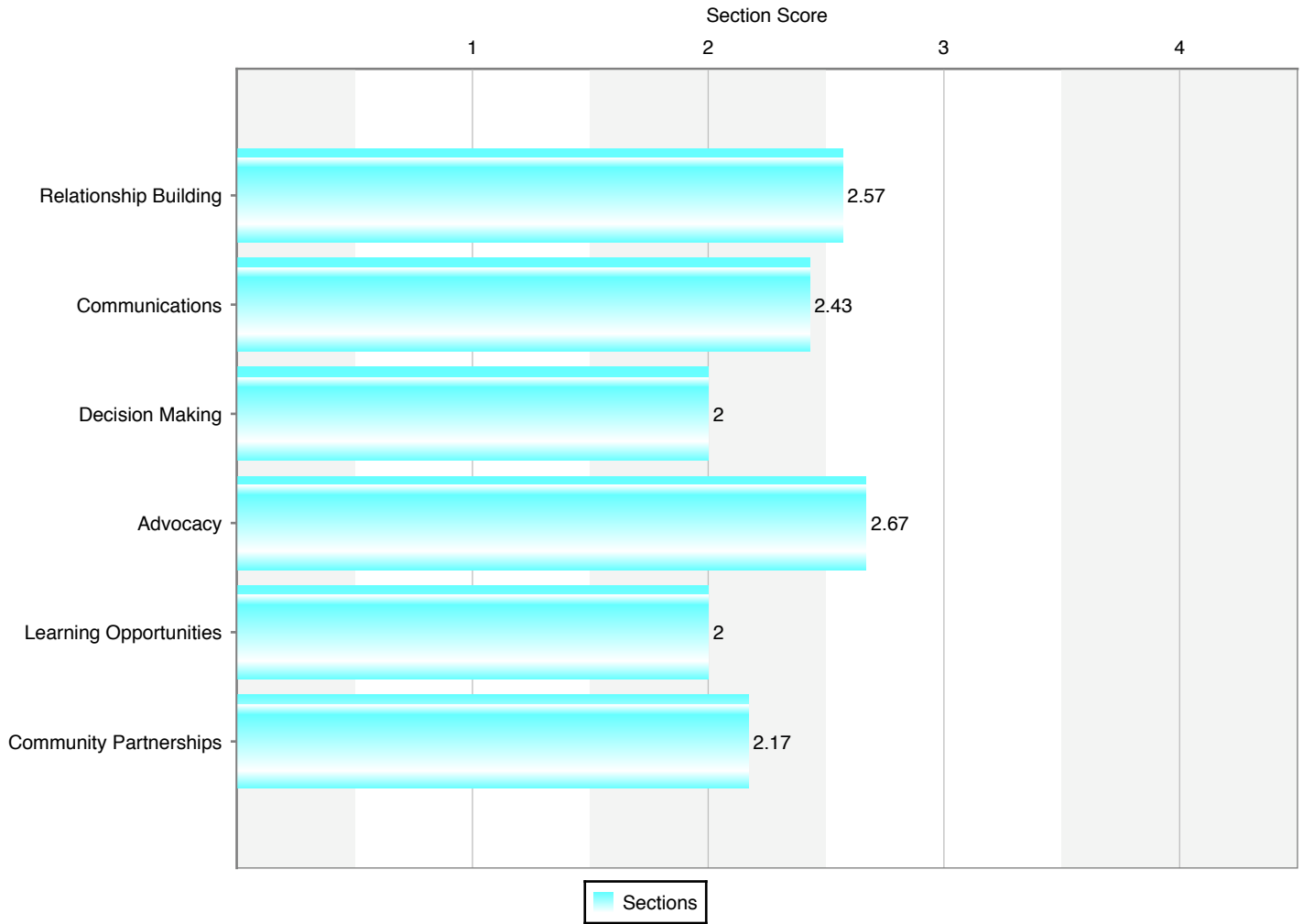
## Reflection

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

Berea Community Middle School has a great deal of work to sustain a system of communication and parent/community involvement. There has been in the past great movement to increase these areas, but the increases have not been sustained as focus has been shifted to immediate needs.

## Report Summary

### Scores By Section





# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Stakeholders were asked to serve in a needs assessment in 2 ways;  
Develop assessment of needs by department or program  
Provide feedback and input on needs for improvement and sustainable impact

Specific stakeholders were asked to respond, and represented all subgroups.

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

All faculty/staff were involved in;  
Departmental/Program needs assessment  
Data Analysis  
Goal and Strategy development

Responding parents were involved in feedback and input on needs and sustainable achievements

Students were involved in feedback and input on needs and sustainable achievement

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

Improvement plan was approved by the School Council, and presented to the Berea Board of Education in open meeting.  
Plan will be communicated through website, newsletter and open meeting in January.

Progress will be reported on during School Council Meetings, Board of Education Meetings and Newsletters.

# **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

For Berea Community Middle School there were 3 distinct questions for us to answer to begin our comprehensive improvement planning; 1.

What is our mission?

2. What are we doing well to meet our mission?

3. What do we need to improve on to meet our mission?

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

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

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

1. All students will meet benchmark for College and Career Readiness

2. All students will progress one year for one year of instruction.

3. All students will develop 21st century skills - compassion, collaboration, civic engagement, technology, and respect

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Are areas of strengths are as noted;

Assessment Data - Reading, Math, Social Studies, and Science scores exhibiting growth between 2011 and 2014. However, the past two years have shown a decline. Notable increase in Program Review Scores

Behavioral Data - significant decrease in behavior referral during the 2013-14 school year, including suspensions; increase in attendance rate during the 2013-14 school year which have been for the most part sustained to the present with needs to improve on sustainable efforts.

Vision/Mission/Strategic Plan - Strong mission that is easily identifiable by students. Leader in Me/7 Habits of Effective People Process in implementation. Leadership driven school for student opportunities.

## **Opportunities for Improvement**

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

Opportunities for Improvement as noted;

Assessment Data - Writing in the middle school has declined; Gap students not making equivalent growth to narrow gap in reading and math; The past 2 year decline has pushed for sustainable interventions to decrease novice.

Behavior Data - increase in initial 2014-15 behavior referrals and suspension rates, in 2016 we have again seen a decline in negative data which can be contributed to our implementation of PBIS, sustainability will increase improvements.

Vision/Mission/Strategic Plan - need for increased teacher professional development to assist students in engagement with 21st century skills.



## **Conclusion**

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

Next steps are detailed in the 2017 school improvement plan;

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

Teachers will be provided additional professional development in writing, student engagement, data analysis and curriculum alignment.

School will review and revise behavioral intervention system - will include teacher training.

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

# **Berea Community Middle School 2016 - 17 CSIP**

## **Overview**

### **Plan Name**

Berea Community Middle School 2016 - 17 CSIP

### **Plan Description**

## Comprehensive School Improvement Plan

Berea Community Middle School

### Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Berea Community Middle School Faculty and Staff will develop a plan to address needs identified in each Program Review by August 2012	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	By September 2017, Berea Community Middle School will decrease the percent of students scoring novice in Reading and Math by 50 % as measured by KPREP.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$1700
3	By September 2017, Berea Community Middle School will increase the percent of students meeting proficiency in the area of Reading from 50.7 to 70 as measured by KPREP.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$12500
4	By June 2017, Berea Community Middle School will increase the percent of students meeting behavioral benchmarks from 67% to 87% as measured by PBIS data.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1200
5	By September 2017, BCMS will increase the percent of students reaching proficiency in the area of Math from 30.4 to 50 as measured by KPREP.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$3000
6	By September 2017, Berea Community Middle School will increase the percent of students scoring proficient in the area of Writing from 24.2 to 50% as measured by 2017 KPREP.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$450
7	Berea Community Middle School will collaborate with parents and our community to address the needs of our students	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$2000

## Goal 1: Berea Community Middle School Faculty and Staff will develop a plan to address needs identified in each Program Review by August 2012

**Measurable Objective 1:**  
collaborate to develop a plan to address identified needs. by 08/31/2012 as measured by Production of a fully developed plan.

**Strategy 1:**  
Group Work - All teachers and staff will be assigned to one group to review the submitted program reviews to identified program needs.  
Category:

Activity - needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC work will be used to identified needs and strategies to address needs.	Professional Learning	06/01/2012	08/31/2012	\$0	No Funding Required	Donna Lovell, Principal

## Goal 2: By September 2017, Berea Community Middle School will decrease the percent of students scoring novice in Reading and Math by 50 % as measured by KPREP.

**Measurable Objective 1:**  
increase student growth in the areas of Reading and Math by 09/30/2017 as measured by 2017 KPREP.

**Strategy 1:**  
Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Reading and Math as measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of reading on the MAP assessment will be provided additional services from direct

## Comprehensive School Improvement Plan

Berea Community Middle School

instruction and online instruction.

Category: Learning Systems

Activity - Intervention Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Developed RTI plan will be implemented, which will include direct instruction, online learning, professional learning and progress monitoring.	Academic Support Program	01/03/2017	09/30/2017	\$500	District Funding	Director of Exceptional Children, Principal, School Psychologist, School Counselor, GEAR UP Academic Specialist, Title I Staff

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources to be used within the seminar and RTI structures will be determined for direct instruction, individualized needs and online learning.	Academic Support Program, Technology, Direct Instruction	01/03/2017	09/30/2017	\$1000	School Council Funds	Principal GEAR UP Academic Specialist Title I Staff

### Strategy 2:

Professional Learning - Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

**Comprehensive School Improvement Plan**

Berea Community Middle School

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$200	School Council Funds	Principal Teachers

**Goal 3: By September 2017, Berea Community Middle School will increase the percent of students meeting proficiency in the area of Reading from 50.7 to 70 as measured by KPREP.**

**Measurable Objective 1:**

increase student growth in the area of Reading by 09/30/2017 as measured by 2017 KPREP.

**Strategy 1:**

Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Reading as measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of reading on the MAP assessment will be provided additional services from direct instruction and online instruction.

Category: Other - Response to Intervention, Intervention

Activity - RTI implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Developed RTI program will be fully implemented within the seminar structure. This includes identification of students, planned interventions for students, and progress monitoring for students.	Academic Support Program	01/03/2017	09/30/2017	\$500	District Funding	Director of Exceptional Children Principal School Psychologist School Counselor Title I teacher GEAR UP Academic Specialist

## Comprehensive School Improvement Plan

Berea Community Middle School

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources will be identified by research to use within the implementation of both RTI and seminar interventions. The resources will consist of multiple learning strategies such as direct instruction, technology and individual need based.	Academic Support Program, Technology, Direct Instruction	01/03/2017	09/30/2017	\$1000	School Council Funds	Principal GEAR UP Academic Specialist Title I staff

Activity - Technology resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that there is sufficient amount of technology to provide opportunity to implement meaningful interventions for student growth. This would include the purchase of 30 chrome books for use of technology and online learning.	Technology	01/03/2017	01/31/2017	\$10000	District Funding	Principal IT Director

### Strategy 2:

Professional Learning Teams - Professional Learning Teams will address the need of Curricular Alignment in the area of English Language Arts. The imbedded learning will focus on Learning Target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue professional learning teams on a weekly basis to focus on learning target development, strategy introduction and data analysis.	Professional Learning	01/03/2017	09/30/2017	\$1000	School Council Funds	Principal Teachers



**Goal 4: By June 2017, Berea Community Middle School will increase the percent of students meeting behavioral benchmarks from 67% to 87% as measured by PBIS data.**

**Measurable Objective 1:**

collaborate to increase percent of students meeting behavioral benchmarks by 06/01/2017 as measured by PBIS data.

**Strategy 1:**

Implementation of PBIS structures - The PBIS team will continue their work to define behavioral benchmarks for teachers and students; implement behavioral supports and interventions; develop data analysis of student, classroom and school data.

Category: Persistence to Graduation

Activity - Support System Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Defined support program in behavior will be communicated to students, parents and teachers.	Behavioral Support Program	01/03/2017	02/03/2017	\$500	District Funding	Principal Assistant Principal PBIS Team

Activity - Behavioral Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS team and Administration will begin behavioral walkthroughs to provide data for analysis, and individual teacher data for support.	Behavioral Support Program	01/09/2017	06/01/2017	\$500	District Funding	Assistant Principal Principal PBIS Team

**Strategy 2:**

Implementation of RTI plan - The Tier II and Tier III Behavioral Plans will be fully implemented to focus on intervention support for students identified.

## Comprehensive School Improvement Plan

Berea Community Middle School

Category: Persistence to Graduation

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, Assistant Principal, School Counselor, In School Diversion Specialist will be trained in the RTI behavior plans - development and implementation	Behavioral Support Program, Professional Learning	01/03/2017	02/01/2017	\$0	District Funding	Director of Exceptional Children Principal School Psychologist

Activity - Development/Implementation of Behavior Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavioral Tier II and Tier III plans will be developed and implemented for individual students.	Behavioral Support Program	01/03/2017	06/01/2017	\$200	School Council Funds	Assistant Principal Principal School Counselor

**Goal 5: By September 2017, BCMS will increase the percent of students reaching proficiency in the area of Math from 30.4 to 50 as measured by KPREP.**

**Measurable Objective 1:**  
increase student growth in the area of Math by 09/30/2017 as measured by 2017 KPREP.

### Strategy 1:

Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Math as measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of math on the MAP assessment will be provided additional services from direct

**Comprehensive School Improvement Plan**

Berea Community Middle School

instruction and online instruction.

Category: Other - Intervention

Activity - RTI Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Developed RTI plan will be implemented, which will include direct instruction, online learning, professional learning and progress monitoring.	Academic Support Program	01/03/2017	09/30/2017	\$1000	District Funding	Director of Exceptional Children Principal School Psychologist School Counselor GEAR UP Academic Specialist Title I staff

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources to be used within the seminar and RTI structures will be determined for direct instruction, individualized needs and online learning.	Academic Support Program, Technology, Direct Instruction	01/03/2017	09/30/2017	\$1000	School Council Funds	Principal GEAR UP Academic Specialist Title I staff

**Strategy 2:**

Professional Learning - Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.

Category: Professional Learning & Support

**Comprehensive School Improvement Plan**

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Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$1000	School Council Funds	Principals Teachers

**Goal 6: By September 2017, Berea Community Middle School will increase the percent of students scoring proficient in the area of Writing from 24.2 to 50% as measured by 2017 KPREP.**

**Measurable Objective 1:**

increase student growth in the area of Writing by 09/30/2017 as measured by 2017 KPREP.

**Strategy 1:**

Writing Plan - The Berea Community Middle School Writing Plan will be reviewed and revised to meet the needs of all content areas.

Category: Continuous Improvement

Activity - Writing Plan Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team will be developed to review and revise the BCMS Writing Plan. The team will consist of 1 member from each of the following departments; ELA, Science, Social Studies, Math, Fine Arts, Practical Living/CTE	Policy and Process	01/03/2017	01/13/2017	\$0	No Funding Required	Principal

Activity - Review of Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Team will review existing BCMS Writing Plan with focus on data analysis.	Policy and Process	01/16/2017	02/01/2017	\$200	School Council Funds	Principal Writing Team

**Comprehensive School Improvement Plan**

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Activity - Revision of Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Team will revise the BCMS Writing Plan to meet the needs of all content areas. The team will present the revised plan to the School Council.	Policy and Process	01/27/2017	02/10/2017	\$250	School Council Funds	Principal Writing Plan Team

**Goal 7: Berea Community Middle School will collaborate with parents and our community to address the needs of our students**

**Measurable Objective 1:**  
collaborate to increase the methods of communication by 06/30/2017 as measured by Parent and Community Survey.

**Strategy 1:**  
Develop System of School Communication - Using the policy on Communication, a system will be put in place to effectively use and collect data on use by School.  
Category: Stakeholder Engagement

Activity - System of Communication will be defined	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Defined systems of school communication will be tracked on weekly basis	Parent Involvement, Policy and Process, Community Engagement	01/03/2017	06/30/2017	\$0	No Funding Required	Principal Office Staff

## Comprehensive School Improvement Plan

Berea Community Middle School

### Measurable Objective 2:

collaborate to increase parent and community involvement within the school by 06/30/2017 as measured by Volunteer Hours and Meeting Minutes.

### Strategy 1:

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

Category: Stakeholder Engagement

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings for community members and parents to visit our school and learn more about how they can become involved.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$1000	School Council Funds	Principal

Activity - Volunteer Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase and manage volunteer opportunities to communicate to parents and community members.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$1000	School Council Funds	Principal

**Comprehensive School Improvement Plan**

Berea Community Middle School

**Activity Summary by Funding Source**

**Below is a breakdown of your activities by funding source**

**School Council Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Development/Implementation of Behavior Plans	Behavioral Tier II and Tier III plans will be developed and implemented for individual students.	Behavioral Support Program	01/03/2017	06/01/2017	\$200	Assistant Principal Principal School Counselor
Professional Learning Teams	Teachers will continue professional learning teams on a weekly basis to focus on learning target development, strategy introduction and data analysis.	Professional Learning	01/03/2017	09/30/2017	\$1000	Principal Teachers
Professional Learning Teams	Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$1000	Principals Teachers
Intervention Resources	Resources to be used within the seminar and RTI structures will be determined for direct instruction, individualized needs and online learning.	Academic Support Program, Technology, Direct Instruction	01/03/2017	09/30/2017	\$1000	Principal GEAR UP Academic Specialist Title I Staff
Professional Learning Teams	Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$200	Principal Teachers
Intervention Resources	Resources to be used within the seminar and RTI structures will be determined for direct instruction, individualized needs and online learning.	Academic Support Program, Technology, Direct Instruction	01/03/2017	09/30/2017	\$1000	Principal GEAR UP Academic Specialist Title I staff
Volunteer Opportunities	Increase and manage volunteer opportunities to communicate to parents and community members.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$1000	Principal
Review of Writing Plan	The Writing Team will review existing BCMS Writing Plan with focus on data analysis.	Policy and Process	01/16/2017	02/01/2017	\$200	Principal Writing Team
Revision of Writing Plan	The Writing Team will revise the BCMS Writing Plan to meet the needs of all content areas. The team will present the revised plan to the School Council.	Policy and Process	01/27/2017	02/10/2017	\$250	Principal Writing Plan Team

**Comprehensive School Improvement Plan**

Berea Community Middle School

Intervention Resources	Resources will be identified by research to use within the implementation of both RTI and seminar interventions. The resources will consist of multiple learning strategies such as direct instruction, technology and individual need based.	Academic Support Program, Technology, Direct Instruction	01/03/2017	09/30/2017	\$1000	Principal GEAR UP Academic Specialist Title I staff
Monthly Meetings	Monthly meetings for community members and parents to visit our school and learn more about how they can become involved.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$1000	Principal
<b>Total</b>					\$7850	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Plan Team	A team will be developed to review and revise the BCMS Writing Plan. The team will consist of 1 member from each of the following departments; ELA, Science, Social Studies, Math, Fine Arts, Practical Living/CTE	Policy and Process	01/03/2017	01/13/2017	\$0	Principal
needs	PLC work will be used to identified needs and strategies to address needs.	Professional Learning	06/01/2012	08/31/2012	\$0	Donna Lovell, Principal
System of Communication will be defined	Defined systems of school communication will be tracked on weekly basis	Parent Involvement, Policy and Process, Community Engagement	01/03/2017	06/30/2017	\$0	Principal Office Staff
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI implementation	Developed RTI program will be fully implemented within the seminar structure. This includes identification of students, planned interventions for students, and progress monitoring for students.	Academic Support Program	01/03/2017	09/30/2017	\$500	Director of Exceptional Children Principal School Psychologist School Counselor Title I teacher GEAR UP Academic Specialist



## Comprehensive School Improvement Plan

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Technology resources	Ensure that there is sufficient amount of technology to provide opportunity to implement meaningful interventions for student growth. This would include the purchase of 30 chrome books for use of technology and online learning.	Technology	01/03/2017	01/31/2017	\$10000	Principal IT Director
Support System Implementation	Defined support program in behavior will be communicated to students, parents and teachers.	Behavioral Support Program	01/03/2017	02/03/2017	\$500	Principal Assistant Principal PBIS Team
Intervention Implementation	Developed RTI plan will be implemented, which will include direct instruction, online learning, professional learning and progress monitoring.	Academic Support Program	01/03/2017	09/30/2017	\$500	Director of Exceptional Children, Principal, School Psychologist, School Counselor, GEAR UP, Academic Specialist, Title I Staff
Professional Learning	Principal, Assistant Principal, School Counselor, In School Diversion Specialist will be trained in the RTI behavior plans - development and implementation	Behavioral Support Program, Professional Learning	01/03/2017	02/01/2017	\$0	Director of Exceptional Children Principal School Psychologist
RTI Implementation	Developed RTI plan will be implemented, which will include direct instruction, online learning, professional learning and progress monitoring.	Academic Support Program	01/03/2017	09/30/2017	\$1000	Director of Exceptional Children Principal School Psychologist School Counselor GEAR UP Academic Specialist Title I staff
Behavioral Walkthroughs	PBIS team and Administration will begin behavioral walkthroughs to provide data for analysis, and individual teacher data for support.	Behavioral Support Program	01/09/2017	06/01/2017	\$500	Assistant Principal Principal PBIS Team
<b>Total</b>					<b>\$13000</b>	

## **Phase II - KDE Assurances - Schools**

## Introduction

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Berea Community Middle School

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

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Berea Community Middle School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Berea Community Middle School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Berea Community Middle School

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

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

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

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



## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

By September 2017, Berea Community Middle School will decrease the percent of students scoring novice in Reading and Math by 50 % as measured by KPREP.

**Measurable Objective 1:**

increase student growth in the areas of Reading and Math by 09/30/2017 as measured by 2017 KPREP.

**Strategy1:**

Professional Learning - Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$200 - School Council Funds	Principal Teachers

**Goal 2:**

By September 2017, Berea Community Middle School will increase the percent of students meeting proficiency in the area of Reading from 50.7 to 70 as measured by KPREP.

**Measurable Objective 1:**

increase student growth in the area of Reading by 09/30/2017 as measured by 2017 KPREP.

**Strategy1:**

Professional Learning Teams - Professional Learning Teams will address the need of Curricular Alignment in the area of English Language Arts. The imbedded learning will focus on Learning Target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

# Comprehensive School Improvement Plan

Berea Community Middle School

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue professional learning teams on a weekly basis to focus on learning target development, strategy introduction and data analysis.	Professional Learning	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal Teachers

### Goal 3:

By June 2017, Berea Community Middle School will increase the percent of students meeting behavioral benchmarks from 67% to 87% as measured by PBIS data.

### Measurable Objective 1:

collaborate to increase percent of students meeting behavioral benchmarks by 06/01/2017 as measured by PBIS data.

### Strategy1:

Implementation of RTI plan - The Tier II and Tier III Behavioral Plans will be fully implemented to focus on intervention support for students identified.

Category: Persistence to Graduation

Research Cited:

Activity - Development/Implementation of Behavior Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavioral Tier II and Tier III plans will be developed and implemented for individual students.	Behavioral Support Program	01/03/2017	06/01/2017	\$200 - School Council Funds	Assistant Principal Principal School Counselor

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Assistant Principal, School Counselor, In School Diversion Specialist will be trained in the RTI behavior plans - development and implementation	Behavioral Support Program Professional Learning	01/03/2017	02/01/2017	\$0 - District Funding	Director of Exceptional Children Principal School Psychologist

### Goal 4:

By September 2017, BCMS will increase the percent of students reaching proficiency in the area of Math from 30.4 to 50 as measured by KPREP.

### Measurable Objective 1:

increase student growth in the area of Math by 09/30/2017 as measured by 2017 KPREP.

### Strategy1:

Professional Learning - Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.

# Comprehensive School Improvement Plan

Berea Community Middle School

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principals Teachers

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

### Goal 1:

By September 2017, Berea Community Middle School will decrease the percent of students scoring novice in Reading and Math by 50 % as measured by KPREP.

### Measurable Objective 1:

increase student growth in the areas of Reading and Math by 09/30/2017 as measured by 2017 KPREP.

### Strategy1:

Professional Learning - Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$200 - School Council Funds	Principal Teachers

### Strategy2:

Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Reading and Math as measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of reading on the MAP assessment will be provided additional services from direct instruction and online instruction.

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

Berea Community Middle School

Activity - Intervention Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Developed RTI plan will be implemented, which will include direct instruction, online learning, professional learning and progress monitoring.	Academic Support Program	01/03/2017	09/30/2017	\$500 - District Funding	Director of Exceptional Children, Principal, School Psychologist, School Counselor, GEAR UP Academic Specialist, Title I Staff

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources to be used within the seminar and RTI structures will be determined for direct instruction, individualized needs and online learning.	Technology Direct Instruction Academic Support Program	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal GEAR UP Academic Specialist Title I Staff

## Goal 2:

By September 2017, Berea Community Middle School will increase the percent of students meeting proficiency in the area of Reading from 50.7 to 70 as measured by KPREP.

### Measurable Objective 1:

increase student growth in the area of Reading by 09/30/2017 as measured by 2017 KPREP.

### Strategy1:

Professional Learning Teams - Professional Learning Teams will address the need of Curricular Alignment in the area of English Language Arts. The imbedded learning will focus on Learning Target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue professional learning teams on a weekly basis to focus on learning target development, strategy introduction and data analysis.	Professional Learning	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal Teachers

### Strategy2:

Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Reading as measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of reading on the MAP assessment will be provided additional services from direct instruction and online instruction.

Category: Other - Response to Intervention, Intervention

Research Cited:

# Comprehensive School Improvement Plan

Berea Community Middle School

Activity - RTI implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Developed RTI program will be fully implemented within the seminar structure. This includes identification of students, planned interventions for students, and progress monitoring for students.	Academic Support Program	01/03/2017	09/30/2017	\$500 - District Funding	Director of Exceptional Children Principal School Psychologist School Counselor Title I teacher GEAR UP Academic Specialist

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources will be identified by research to use within the implementation of both RTI and seminar interventions. The resources will consist of multiple learning strategies such as direct instruction, technology and individual need based.	Direct Instruction Academic Support Program Technology	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal GEAR UP Academic Specialist Title I staff

Activity - Technology resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that there is sufficient amount of technology to provide opportunity to implement meaningful interventions for student growth. This would include the purchase of 30 chrome books for use of technology and online learning.	Technology	01/03/2017	01/31/2017	\$10000 - District Funding	Principal IT Director

**Goal 3:**  
By September 2017, BCMS will increase the percent of students reaching proficiency in the area of Math from 30.4 to 50 as measured by KPREP.

**Measurable Objective 1:**  
increase student growth in the area of Math by 09/30/2017 as measured by 2017 KPREP.

**Strategy1:**  
Professional Learning - Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.  
Category: Professional Learning & Support  
Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principals Teachers

**Strategy2:**  
Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Math as  
SY 2016-2017

# Comprehensive School Improvement Plan

Berea Community Middle School

measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of math on the MAP assessment will be provided additional services from direct instruction and online instruction.

Category: Other - Intervention

Research Cited:

Activity - RTI Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Developed RTI plan will be implemented, which will include direct instruction, online learning, professional learning and progress monitoring.	Academic Support Program	01/03/2017	09/30/2017	\$1000 - District Funding	Director of Exceptional Children Principal School Psychologist School Counselor GEAR UP Academic Specialist Title I staff

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources to be used within the seminar and RTI structures will be determined for direct instruction, individualized needs and online learning.	Academic Support Program Technology Direct Instruction	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal GEAR UP Academic Specialist Title I staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

By September 2017, Berea Community Middle School will decrease the percent of students scoring novice in Reading and Math by 50 % as measured by KPREP.



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Berea Community Middle School

## Measurable Objective 1:

increase student growth in the areas of Reading and Math by 09/30/2017 as measured by 2017 KPREP.

### Strategy1:

Professional Learning - Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, strategy introduction, and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$200 - School Council Funds	Principal Teachers

### Strategy2:

Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Reading and Math as measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of reading on the MAP assessment will be provided additional services from direct instruction and online instruction.

Category: Learning Systems

Research Cited:

Activity - Intervention Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Developed RTI plan will be implemented, which will include direct instruction, online learning, professional learning and progress monitoring.	Academic Support Program	01/03/2017	09/30/2017	\$500 - District Funding	Director of Exceptional Children, Principal, School Psychologist, School Counselor, GEAR UP Academic Specialist, Title I Staff

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources to be used within the seminar and RTI structures will be determined for direct instruction, individualized needs and online learning.	Direct Instruction Academic Support Program Technology	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal GEAR UP Academic Specialist Title I Staff

## Goal 2:

By September 2017, Berea Community Middle School will increase the percent of students meeting proficiency in the area of Reading from 50.7 to 70 as measured by KPREP.

# Comprehensive School Improvement Plan

Berea Community Middle School

## Measurable Objective 1:

increase student growth in the area of Reading by 09/30/2017 as measured by 2017 KPREP.

### Strategy1:

Professional Learning Teams - Professional Learning Teams will address the need of Curricular Alignment in the area of English Language Arts. The imbedded learning will focus on Learning Target development, strategy introduction, and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue professional learning teams on a weekly basis to focus on learning target development, strategy introduction and data analysis.	Professional Learning	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal Teachers

### Strategy2:

Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Reading as measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of reading on the MAP assessment will be provided additional services from direct instruction and online instruction.

Category: Other - Response to Intervention, Intervention

Research Cited:

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources will be identified by research to use within the implementation of both RTI and seminar interventions. The resources will consist of multiple learning strategies such as direct instruction, technology and individual need based.	Academic Support Program Direct Instruction Technology	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal GEAR UP Academic Specialist Title I staff

Activity - RTI implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Developed RTI program will be fully implemented within the seminar structure. This includes identification of students, planned interventions for students, and progress monitoring for students.	Academic Support Program	01/03/2017	09/30/2017	\$500 - District Funding	Director of Exceptional Children Principal School Psychologist School Counselor Title I teacher GEAR UP Academic Specialist

# Comprehensive School Improvement Plan

Berea Community Middle School

Activity - Technology resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that there is sufficient amount of technology to provide opportunity to implement meaningful interventions for student growth. This would include the purchase of 30 chrome books for use of technology and online learning.	Technology	01/03/2017	01/31/2017	\$10000 - District Funding	Principal IT Director

### Goal 3:

By September 2017, BCMS will increase the percent of students reaching proficiency in the area of Math from 30.4 to 50 as measured by KPREP.

### Measurable Objective 1:

increase student growth in the area of Math by 09/30/2017 as measured by 2017 KPREP.

### Strategy1:

Professional Learning - Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will continue to focus on learning target development, curricular alignment, strategy introduction and analysis of student, class and school data.	Professional Learning	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principals Teachers

### Strategy2:

Seminars - Seminars (35 minute daily instruction) will provide targeted instruction for all students scoring novice or apprentice in Math as measured by MAP assessment. In addition, the students falling in the bottom 20 %ile in the area of math on the MAP assessment will be provided additional services from direct instruction and online instruction.

Category: Other - Intervention

Research Cited:

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources to be used within the seminar and RTI structures will be determined for direct instruction, individualized needs and online learning.	Technology Academic Support Program Direct Instruction	01/03/2017	09/30/2017	\$1000 - School Council Funds	Principal GEAR UP Academic Specialist Title I staff

# Comprehensive School Improvement Plan

Berea Community Middle School

Activity - RTI Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Developed RTI plan will be implemented, which will include direct instruction, online learning, professional learning and progress monitoring.	Academic Support Program	01/03/2017	09/30/2017	\$1000 - District Funding	Director of Exceptional Children Principal School Psychologist School Counselor GEAR UP Academic Specialist Title I staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Goal 1:**

Berea Community Middle School Faculty and Staff will develop a plan to address needs identified in each Program Review by August 2012

**Measurable Objective 1:**

collaborate to develop a plan to address identified needs. by 08/31/2012 as measured by Production of a fully developed plan.

**Strategy1:**

Group Work - All teachers and staff will be assigned to one group to review the submitted program reviews to identified program needs.

Category:

Research Cited: null

Activity - needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC work will be used to identified needs and strategies to address needs.	Professional Learning	06/01/2012	08/31/2012	\$0 - No Funding Required	Donna Lovell, Principal

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

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

Berea Community Middle and High School was developed to serve students in grades 7-12. Grade 6 was added in the early 90's when enrollment fell in the high school due to the opening of a county high school in Berea. The curriculum of the school has always been college prep, with Pre-College Requirements being a guiding force for graduation requirements. Both schools are led by the same Principal, and the faculty/staff is shared. With the introduction of School Councils, it was decided that due to all grades have the same Principal there would be one single SBDM Council. Until 1999 there was one school counselor for all grades.

There is now two counselors working with Middle and High School students. The position of Assistant Principal was introduced in the 1990's. The position has not always been a stable addition, once eliminated in order to add the middle school counselor and once considered districtwide. The position is now paired with athletic director responsibilities and solely allocated to the middle and high school.

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

Berea Community Middle and High School has struggled over the past 10 years in terms of academic performance and changing culture. The performance of the middle school and high school on state wide assessments has not met the goals necessary to met AYP on several occasions. Additionally the percentage of students qualifying from Free or Reduced Lunch has risen from 40% to nearly 70%. An increasing number of transient students are enrolling in our school during the crucial middle school ages and requiring intensive interventions. Hard work on the part of all stakeholders has ensued to dedicate time, energy and support to make plans for improvement and implementation of the plans.

The school's greatest strength is the students that understand our expectations and strive to increase their knowledge and opportunities. As well we have a good faculty and staff dedicated to striving for excellence. There is constant opportunity to celebrate our students, and to motivate the students, faculty and staff to push further. We provide opportunities such as college courses, vocational school and student initiated independent studies. Our middle school students have the opportunity to accelerate to high school courses, and participate in combined leadership activities. We also offer a full range of accelerated (grades 6 and 7) and honor courses in addition to AP and college courses. This year our district was named to the Advanced Placement 2015-16 Honor Roll for our commitment to access for all students. We are challenged, like many schools, with student conduct that does not meet our expectations, bullying and providing all necessary interventions to all students. However, we fully recognize our challenges and are dedicated to putting in place all necessary changes. In 2012 we became a Leader in Me School, integrated the 7 Habits of Highly Effective People into our curricular goals. We have also recently received a Safe Schools Audit from the Center for School Safety. It was following this audit that we implemented PBIS structures into our school.

## **Comprehensive School Improvement Plan**

Berea Community Middle School

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Berea Community Middle and High School has the purpose to ensure All Students are College and Career Ready. It is our mission to ensure All Students have a Passion for Learning, Purpose for their future, and Pride in themselves, their School and their Community.



## **School's Purpose**

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

Our District define its purpose as Ensuring that All Students are College and Career Ready, defining that this entailed All Students Progressing One Year Academically for Each Year of Instruction, All Students on Track to Meet or Exceed Established College and Career Benchmarks, and All Students Prepared for 21st Century Citizenship. Our SBDM has adopted this purpose, and in doing so has defined our school mission to Ensure All Students have a Passion for Learning, Purpose for the Future and Pride in themselves, their School and their Community.

Our Strategic Planning process concluded in late November 2012. We have steps in place to integrate these values, beliefs and commitments to all programs and aspects of our school. Three main components continue to push forward to value our purpose and mission.

First, is the communication of our purpose and mission to all stakeholders. We are currently planning a newsletter campaign to fully immerse our parents. The District produces a quarterly newsletter, the school will produce a monthly newsletter focused on the three main points of our mission. The newsletter will highlight both celebration and ways in which our parents can contribute. We have now re-invented our Facebook Page and will continue to use to communicate Good News. Our Daily Announcements will continue to be posted on our webpage and emailed to parents. We will also be conducting a Parent Informational Session once each month, alternating between topics for middle and high school. Most importantly, our district is completely re-designing our website which we hoped to be launched in January.

We have also implemented a Seminar program with all students. Students will be identified by data and placed in one of 3 types of seminars; Specific Intervention in Reading or Math, Academic Skills, or Enrichment. This program is designed to meet the needs of all students and promote the components of our Purpose and Mission.

And finally, we will be setting up student leadership teams to address improvement within our school based on our purpose and mission. Three teams of students will be formed to support diversity and improvement in all aspects of our school. Our Purpose and Mission are clear and concise, and we hope to communicate the importance of both. We are on the track to make great progress through effective and lasting change driven by the needs of our students.

## **Notable Achievements and Areas of Improvement**

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

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

With the introduction of the Common Core Standards, our teachers have spent time in creating full curriculums for courses that are directly aligned. All courses are provided a clear alignment to the standards for which our students are responsible. In addition, this year we have added course syllabi that communicate to students and parents the standards of each course. We have also completed work as a district in Mathematics to align our K-12 curriculum in a manner that can be completely communicated and easily addressed within each grade level. Prior to the 2011-12 school year, feedback from stakeholders regarding the climate of our school had been a concern. The new administration has strived to address the concern through many avenues. Teachers reported that the climate lack trust and fairness. Over the last 5 years, the administration has worked to communicate fully with the faculty and staff. There has been an effort to involve and seek input from all faculty/staff. There is also additional involvement in faculty and staff in decision making and problem solving. Students reported previously that the school did not use student input or address the concerns of students. Initially, the new administration in 2011 implemented more connection and communication with students. There has been more opportunities for students to initiate conversations of concerns and ideas. Over the past 5 years there has been a dedication to increase student leadership opportunities through the integration of the 7 Habits of Highly Effective People and a focus on shared leadership throughout the school.

The largest issue for parents in terms of climate has been communication. Daily Announcements and emails, and School Messenger has assisted in communicating with parents. We will launch a new district website, upgrade our communication on Facebook and Twitter, and create a weekly electronic newsletter from the Principal, in addition to a newsletter every 9 weeks.

Our school's most notable achievement has been in the area of student engagement. Research shows that students that are involved in a school activity are more likely to stay in school and be successful. Last year we began an annual Club Fair. The Fair allows all clubs to present information, requirements, and responsibilities to all students in a vendor fair atmosphere. Not only are students asked to register for the clubs of their choice, but also provide feedback on activity needs that are absent within our school. This process has created an addition of 7 additional student-initiated organizations, and the ability to have 90% of our students engaged in one or more organizations/activities. We have also increased the number of students engaged in programs outside our school to provide meaningful vocational and academic opportunities.

We are making true progress as a school, and are excited to see where we can go in the future.

## **Additional Information**

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

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