

Kentucky Department of Education
District Application for School Improvement Funds
 (Section 1003g)
 Spring 2010

District: Berea Independent School District	Mailing Address: 3 Pirate Parkway, Berea, KY 40403
District School Improvement Grant Contact: Name: Donna R Lovell Position: Director of Districtwide Services Contact's Mailing Address 3 Pirate Parkway, Berea, KY 40403 Telephone: 859-986-8446 Email address: donna.lovell@berea.kyschools.us	
Signature of the Superintendent: <i>Gary Conklin</i>	Date: 5/22/10
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

District Name	NCES ID #	Total Awarded
Berea Independent Schools	2100480	\$378,150

School(s) Name	NCES ID #	Tier III
Berea Community Middle School	210048001658	X

DESCRIPTIVE INFORMATION:

Commitment to Serve

The Berea Independent School District, working with the leadership of Berea Community Middle School, analyzed the KCCT interim performance report, the NCLB AYP report, the report findings of the December 2009 KDE School Audit, and the 2008 Non Academic Data. The district team used the above mentioned data to outline issues, and needs for the school. The school leadership, working with the site based council and staff members, further analysis the data to revise the 2009 CSIP and create a CSIP for the 2010 school year with annual goals and measures.

School Level Data from IPR and NCLB

Using the KCCT and NCLB AYP Report for Berea Community Middle School, the following needs were identified;

- Literacy
 - On the 2009 KCCT only 54.19 % of all students scored Proficient or above in the area of reading. To meet AYP objective for 2010, the percent of all students scoring proficient or above must be 72.80 (not including confidence interval).
 - On the 2009 KCCT only 36.15% of students participating in the federal lunch program (indicated as free and reduced lunch students) scored proficient or above in the area of reading. To meet AYP objective for 2010, the percent of students indicated as free and reduced lunch scoring proficient or above must be 72.80 (not including the confidence interval).
- Math
 - On the 2009 KCCT only 38.65% of all students scored proficient or above in the area of math. To meet the AYP objective for 2010, the percent of all students scoring proficient or above in the area of math must be 58.25 (not including the confidence interval).
 - On the 2009 KCCT only 22.31% of students participating in the federal lunch program (indicated as free and reduced lunch students) scored proficient or above in the area of math. To meet AYP objective for 2010, the percent of students indicated as free and reduced lunch scoring proficient or above must be 58.25 (not including the confidence interval).

Non-Cognitive Data

The non academic data indicators (attendance and retention) were reviewed. Using the past five years data to examine trends for Berea Community Middle School, the following needs were identified;

- Attendance
 - Over the past 5 years (2005-2009) Berea Community Middle School has dropped in rate of attendance. The attendance rate for 2006 was 95.16. While in 2009 it was 93.52. Evidence shows little growth in 2010.
- Retention
 - Over the past 5 years (2005-2009) Berea Community Middle school has shown an increase in retentions. From 0 percent retained in 2005 to 1.69 percent retention rate in 2009.

Causes and Contributing Factors

- Curriculum Maps and Pacing Guides not standardized for all grade levels and teachers
- Vertical alignment not established for all grades levels.
- Monitoring of curriculum not consistent.
- School leadership needs to encourage staff to investigate emerging curricular issues and provide guidance
- Student population has grown in middle school.
- Frequency of transient students has increased
- Student failures in math and science have increased
- Additional resources to assist students in out of school and in school settings have not been fully implemented and monitored for effectiveness
- Increase in number of students below grade level in reading and math entering the school has increased

Berea Community Middle School also underwent a Scholastic Audit in December 2009, conducted by KDE. Using the final report from the audit, the following needs were identified:

- School Climate
 - A positive school climate has not been established. School leadership and staff should engage in professional and respectful conversations that focus on what is best for the students that they serve. All stakeholders should help to create a positive school culture that is focused on continuous school improvement and increased student achievement. School leadership should empower teachers as decision makers and build capacity throughout the school. Frequent communication between school leadership and staff members should become a priority so that all staff members are informed and up-to-date on important and emerging issues.
 - Causes and Contributing Factors
 - Lack of monitoring and consistent manner to evaluate school climate.
 - No policy regarding communication.
 - No clear method of involving all stakeholders.
 - School leadership and staff members do not hold high academic and behavioral expectations for all students. School leadership and staff members should establish high academic and behavioral expectations for all students and accept their role in the success and failure of all students. School leadership should identify professional development training to assist teachers in understanding how to raise academic expectations for all students. Teachers should actively engage students with instruction that is rigorous, challenging and designed for all students to reach proficiency. School leadership and staff members should consistently implement the school wide behavioral management model in all classrooms and common areas.
 - Causes and Contributing Factors
 - School wide behavior management not consistently implemented or monitored.
 - Academic expectations not defined for all students
- Curriculum

- The school does not have curriculum maps or pacing guides. School and district leadership should lead in the development of curriculum maps and pacing guides. Teachers should develop these guides collaboratively looking for gaps and overlaps in the curriculum. School leadership should formally and effectively monitor classroom instructional practice to ensure the curriculum is taught and assessed at appropriate depth of knowledge.
 - Causes and Contributing Factors
 - Curriculum Maps and Pacing guides are not up to date or standardized. Consistent monitoring needed.
 - Vertical alignment of curriculum is not in place.
- Instruction
 - Teachers do not consistently use varied instructional strategies that are designed to address the unique needs of all students. School leadership should ensure that teachers use effective and varied instructional strategies designed to meet the needs of all students. School leadership should coordinate and support ongoing, job embedded professional development to increase the repertoire of research based instructional strategies used by teachers. Staff members should engage students in meaningful, student centered learning activities. School leadership should monitor the implementation of multiple instructional strategies by routinely reviewing lesson plans, observing classroom practices and ensuring that instruction meets the needs of all students.
 - Causes and Contributing Factors
 - Professional Development is not job embedded.
 - Monitoring of instructional practice is not consistent.
 - Instructional time is not maximized. School leadership should ensure that instructional times is valued and protected. School leadership and staff members should collaboratively develop, implement, and monitor a systematic process that minimizes distractions and protects instructional time. Teachers should provide meaningful and challenging instruction from bell to bell. School leadership should monitor classroom practices and ensure that the entire class period is used for instruction.
 - Causes and Contributing Factors
 - Need to ensure few or no distractions and disruption of class time.
 - Activities Calendar is not mandated and plan to ensure instructional time is maximized.
 - Instructional time expectations are not consistently monitored.
 - Student work is not analyzed to inform instruction. School leadership should ensure that teachers frequently and collaboratively analyze student work to inform their instructional practice and impact student learning. School leadership should monitor this analysis process and ensure that teachers use the findings to design and modify instruction based on student needs.
 - Causes and Contributing Factor
 - Professional Development is not job embedded.
 - Consistent assessment construction is only in early stages of implementation.
 - Student work exceptions are not established.
 - Formative Assessment practices and strategies are not implemented or monitored.

How the district analyzed the audit results and determined the resources and related support each school needs:

- The district team, working with the school leadership, analyzed the findings of the scholastic audit. The audit findings were used as priority needs in the areas of Climate, Curriculum and Instruction. The school leadership and staff worked to determine goals and activities to best develop or acquire the needed resources and support to address the needs.

Selection of Improvement Strategies

Specific Strategies to address the areas of Climate, Curriculum and Instruction were developed to address identified needs;

- Research Based Programs in the areas of climate, reading, math and instruction were analyzed using the International Reading Association resources on program selection, the National Council of Teachers of Mathematics resources on program selection, Kentucky Association for School Councils resources for School Culture and Climate, KDE Best Practices resources in instruction and professional development and the ASCD resources in “What works in schools”.
- Discussion with college faculty, GEAR-UP administration, faculty, staff, parents and students was conducted through meetings and open forums. The results of these programs were used as identified needs.
- Each strategy was developed by teachers, district staff, and participating parents to address identified needs.

Actions

Technology Integration

- The district will facilitate the development of a team for both literacy and math to investigate technology based and other intervention and acceleration programs.
- The district will ensure that integrated technology is used within both the literacy and mathematics programs. Monitoring of use will be completed through weekly walkthrough observations of all staff, and monthly impact reports presented by principal to the school council and board of education.
- Principals and other administrators will receive update training on evaluating for effective integration of technology.
- Teachers and staff members will receive ongoing professional development on integration of technology through common planning programs.
- Evaluation of the effective integration of technology shall be address for all teachers through growth plan and evaluation process. The District Certified Evaluation Plan includes the integrated use of technology, and this area will be objective for the District Improvement Plan.
- The School Leadership will conduct walkthroughs on a weekly basis. The critical components for the walkthrough will include integration of technology within the classroom for instruction. The walkthrough instrument will be developed by the school and district leadership.
- READ 180 will be implemented within the RTI program. The RTI interventionist will be responsible for producing data to the principal that exhibits developed use of the program

by students in intervention program. The Director of District-wide Services will meet with the Principal and RTI interventionist on a monthly basis to ensure implementation of the READ 180 Program.

- Use of READ 180 and integrated technology will be incorporated into the growth plan of the Reading RTI interventionist. Formative and Summative evaluations will include use of effective use of prescribed program and technology.
- Collaborating with the District Technology Coordinator, FRYSC Director, and Director of District-wide Services the school shall increase the access of technology to students and families, by
 - Providing onsite classes for students and parents
 - Selecting online programs for tutoring and acceleration that can be accessed from home
 - Developing plan to engage parents with the school through online programs and access to onsite technology

Family and Community Supports

- The district will use additional district, state and federal funds to encourage and promote community and family involvement.
- Community and Parent forums will be held on a quarterly basis to update progress and provide information regarding opportunities for participation.
- District representative will be active member of the Berea Chamber of Commerce attending monthly meetings and recruiting chamber members to be participant in activities to support strategies.
- The district will work with core group of parents, community members and SBDM to ensure effective strategies and policies are implemented to increase parent involvement.

Assignment of Personnel

Common planning will be afforded to all departments during the schools day, no less than twice a week.

The School Leadership, working with the counselors and lead teachers, will work to ensure that all middle school students have full access to the curriculum. Teacher selection for students will be intentional in all possible methods to ensure student success. Selection of teachers for afterschool programs will be based on successful intervention observation and collected data.

The School Council will review student data on a monthly basis as provided by the RTI interventionist. The Council will also review quarterly Think Link and Aims Web data. The analysis of this data will be used to further develop the literacy plan, math plan and choose programs for all classrooms, including RTI and afterschool interventions. The School Council will develop a policy on programming selection process.

Redirection of Funds

- Title I and Title II funds – additional teachers in the area of reading and math, materials, in school programming, and out of school programming

- Title VI funds – additional resources for Professional Development and Family and community connections
- Professional Development funds – additional resources for embedded professional development.

Professional Development

Common Planning will be used twice a week for job embedded professional development. The training will be provided by external providers, as well as the Director of District-wide Services, District Technology Coordinator, Lead Teachers, RTI interventionist and other members of school leadership.

The schedule of Common Planning professional development will be developed by the school leadership and Director of District-wide Services. The schedule will include monthly trainings on Standards/Benchmarks, Formative and Summative Assessments, Analysis of student data, and Differentiation of Instruction.

Additional Resources

- GEAR UP funds – additional resources for Professional Development, materials and out of school programming
- ESS funds – additional resources for in school and after school programming
- Gifted and Talented Funds – additional resources to implement interventions for all students

External Supports

- The district will employ the assistance of the Wilderness Trail Educational Cooperative, KEDC and SESC in the evaluation and selection of external providers if needed. The selection of these external supports is based on the organizations base of knowledge, previous participation in collaboration and available resource collection.
 - The above mentioned partners will be professional development providers in the areas of literacy, math, council effectiveness, formative assessment, differentiated instruction, response to intervention, and school climate. These topics will be components to the professional development delivered in ongoing, imbedded basis during common planning.

The Kentucky Association of School Councils will also assist the School Council with the development, implementation and assessment of the council's role in improvement. KASC was selected based on ongoing participation, base of knowledge of the organization and availability of best practice research.

Working with the district the School Council shall development a tool to evaluate the effectiveness of the external supports. This evaluation will assist the council in identifying future needs and changes to address school improvement.

SBDM and BOE Practices Reviews

- These teams will work with the school council to ensure that data, research and proposals are clearly communicated and based on the needs of the students.

- The district will
 - Ensure that all SBDM will be reviewed internally and by a consultant from KASC to ensure compliance and effectiveness. The KASC model has been used by successful schools, and will provide the tools that are needed to assess effectiveness.
 - Ensure that any modifications or recommendations to assist in this process needed in policy be brought to the attention of the SBDM. The district will also work with the SBDM to ensure the members are provided with adequate information to make necessary modifications and new policies.
 - Ensure the board policies are routinely reviewed by KSBA and all modifications and changes necessary are made.
 - After approval of this application, the superintendent, school leadership and Director of District-wide Services will review the all components to ensure that Board Policy does not create a barrier to the work toward school improvement.
 - Ensure that the communication policy implementation is fully monitored through monthly reports to the SBDM on the effective use and collected data.
 - The district and principal will review end of year data to ensure effective use of personnel in classrooms and the scheduling of students
 - The SBDM will review, with assistance from the district, the current programs in place used to:
 - Encourage parent involvement
 - Literacy
 - Mathematics
 - School Climate
 - RTI
 - Gifted and Talented
 - Special Education
 - At Risk students
 - Following the review of these programs, the SBDM council will provide guidance, with assistance from the district, on the implementation of best practices and monitoring of the programs.

The SBDM council will use the finding from the Self Study and Review to create a two-year plan of action for leadership. This will include professional development for the principal and council, as well as recommended timeline for policy update and review.

Modifying Practices

The district will add additional assistance to the office of District-wide Services as needed to allow the Director to actively and effectively monitor the progress of the middle school improvement plan.

The School Leadership has ensured that all students have full access to the curriculum. The RTI interventions which take place during the school day will not prevent any student from having the opportunity to participate in Arts and Practical Living rotations throughout the schedule.

Sustaining the Reform Efforts

- Ensure that implemented programs that are determined as critical to the further improvement of the school are maintained after the end of funding.
- Ensure that monitoring and provided support from the district is continued after the end of funding.
- Regularly review and evaluate the necessary policies and programs to ensure further improvement in student achievement.
- Throughout the grant, the needs and resources will be evaluated for effectiveness through data analysis. After the grant period the programs that best suit the needs of students, including but not limited to the RTI interventionist, will be continued through board funded programs or reallocation of federal and state grant funds.

Timeline

July 2010

- Initial Professional Development
- District team and School leadership outline expectations/monitoring

August 2010

- Professional Development
- SBDM will develop and adopt a parent communication policy
- SBDM will develop and adopt academic and behavior expectations for students
- All staff will receive training regarding the implementation of the approved academic and behavior expectations
- SBDM Effectiveness Self-Study and Review

September 2010

- Beginning ongoing embedded professional development
- Common Planning time to be used (4 week cycle)
 - Week 1 – Behavior Plan/School Climate – Working with students at Risk (WREC trainer, Assistant Principal, RTI interventionist)
 - Week 2 – Standards/Assessment (SESC trainer, Director of District-wide Services, Lead teachers, KEDC trainers)
 - Week 3 – Technology Training (District Tech Coordinator, Director of District-wide Services)
 - Week 4 – Formative Assessment/Using Data to Improve Instruction (SESC trainer, Director of District-wide Services, Lead Teacher)
- Monitoring of behavior expectations and referral system (monthly)
- All staff will be trained in response to intervention procedures for assessment, identification, intervention, implementation and documentation.

October 2010

- Initial quarterly report - Report to include all goals, activities, results, data and next steps
- Analysis of 2010 data
- Revision of CSIP if necessary

January 2011

- Quarterly report - Report to include all goals, activities, results, data and next steps
- Evaluation of programs

- Programs will be evaluated by student achievement data and progress toward measurable goals. School Leadership and school council will assess improvement and recommend next steps

April 2011

- Quarterly report - Report to include all goals, activities, results, data and next steps
- Program Evaluation Findings

May 2011

- Review/Revision of CSIP for 2011-12
- Annual Goals establish/reestablished
- Budget reviewed/revised

July 2011

- Quarterly report - Report to include all goals, activities, results, data and next steps

October 2011

- Analysis of data
- Review/Revision of CSIP if necessary
- Quarterly Report - Report to include all goals, activities, results, data and next steps

January 2012

- Quarterly report - Report to include all goals, activities, results, data and next steps

April 2012

- Quarterly report - Report to include all goals, activities, results, data and next steps
- Program Evaluation Findings

May 2012

- Review/Revision of CSIP for 2012-13
- Annual Goals establish/reestablished
- Budget reviewed/revised

October 2012

- Analysis of data
- Review/Revision of CSIP if necessary
- Quarterly Report - Report to include all goals, activities, results, data and next steps

January 2013

- Quarterly Report - Report to include all goals, activities, results, data and next steps

April 2013

- Quarterly Report - Report to include all goals, activities, results, data and next steps
- Program Evaluation Findings

May 2013

- Review/Revision of CSIP for 2012-13
- Annual Goals establish/reestablished
- Budget reviewed/revised

June 2013

- Final Report of Improvement

Tier III Services

The district will assist the school leadership and school council in creating literacy and math improvement plans that directly relate to the CSIP and the needs analysis conducted. This will include;

- Working with school leadership to identify strengths and weaknesses of existing and new staff to increase student success and instructional improvement.
- Working with the school council to efficiently analysis student data, as well as monitoring data, to provide more effective implementation of programs and development of plans to increase student achievement.

The district will monitor the development and implementation of the plans. The Director of District-wide Services (DDS) will be given additional responsibility of serving as monitoring agent for the district. The DDS will work with the school leadership to gather data, implement and monitor programs, and provide the school council and board of education with data and implementation checks.

The district will ensure the plans are based on data and provide for research based interventions. The Mathematic Intervention Program that is chosen by the school committee will be implemented within the RTI program. The RTI interventionist will be responsible for producing data to the principal that exhibits developed use of the program by students in intervention program. Use of the chosen Mathematic Intervention Program and integrated technology will be incorporated into the growth plan of the Math RTI interventionist. Formative and Summative evaluations will include use of effective use of prescribed program and technology. The RTI Literacy/Math interventionist will be once each month to present data, and provide training to teachers on literacy/math strategies to reach struggling learners.

Curriculum maps will be developed by each department, grades 6-8. Each course of study will have a completed Curriculum Map and Pacing Guide. The maps and pacing guides will be updated annually to incorporate common standards. All Curriculum Maps and Pacing Guides will be posted on the Web site.

Tier III Annual Goals

- Based on the 2011 KCCT, 58% of all students will score proficient or distinguished in reading.
- Based on the 2012 KCCT, 63% of all students will score proficient or distinguished in reading.
- Based on the 2013 KCCT, 70% of all students will score proficient or distinguished in reading.
- Based on the 2011 KCCT, 42% of all students will score proficient or distinguished in math.
- Based on the 2012 KCCT, 48% of all students will score proficient or distinguished in math.
- Based on the 2013 KCCT, 55% of all students will score proficient or distinguished in math.

Student engagement, as measured by the attendance rate for the 2012-13 school year (Non Academic Data Indicator), will be raised by 5%.

Behavior Referrals, as measured by data collected through infinite campus will be reduced by 25% as compared to total number of behavior referrals during the 2009-10 school year.

Benchmarks

The School Leadership will determine a quarterly assessment schedule to acquire student data for analysis. Aims Web will be used to assess Reading and Math in grades 6, 7 and 8. Aims Web sets national norm benchmarks for each area by grade level. These predetermined benchmarks will be used. First quarter benchmarks will be determined by using the baseline of the previous 3rd quarter results.

Reading and Math

	baseline – 1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
2010-2011	TBD	40% students meeting benchmark	45% of students meeting benchmark	50% of students meeting benchmark
2011-2012	40% of students meeting benchmark	45% students meeting benchmark	50% of students meeting benchmark	55% students meeting benchmark
2012-2013	50% students meeting benchmark	55% students meeting benchmark	60% students meeting benchmark	65% students meeting benchmark

Following the quarterly reporting, the principal, superintendent and director of district-wide services will identify any area/grade level not meeting the benchmark goals and development short term plan for improvement to ensure resource reallocation and interventions.

Consultation

The district introduced the grant and application to the SBDM council. The school leadership provided the draft Comprehensive School Improvement Plan to the district. The draft had been developed by staff and parents through SBDM committee structure. The district team worked to reorganize the draft CSIP and developed the grant goals and activities, including tying the budget to the CSIP itself.

BUDGET:

Budget Narrative

The District will;

- Monitoring and facilitate the embedded professional development for school leadership (including school council), staff, and other support positions.

- Monitor the use of instructional strategies, formative assessment, and communication through quarterly reports from the school leadership. The quarterly reports must include student achievement data and professional development participation data. The report will also include data on use of instructional practices.
- Monitor all elements of the school improvement plan through quarterly reports from the school leadership on the progress toward the established annual goals.
- Monitor increased use of technology as a communication tool and instructional strategies to increase parent involvement and student achievement.
- Provide support in the areas of Literacy and Math through use of consultants. These consultants will provide training, in class modeling and informal evaluation of instructional strategies.
- Provide support to develop and implement literacy and math intervention programs for all grade levels.
- Provide support to fully implement RTI for all students.
- Monitor the implementation of RTI for all students through data analysis and program evaluation.
- Provide support to increase parent and community partnerships in all programs.
- The RTI position will enable effective and consistent interventions to be given in the areas of math and reading. This position will allow for intentional data collection and reporting to ensure monitoring of progress. By funding this position, existing staff may be used in more effective ways in order to offer increased individual attention.
- Professional Development will be on-going and job embedded. Additional professional development which will further enable Lead Teachers or specialists to increase knowledge or interventions or instructional strategies may be eligible for a stipend. Any teacher receiving a stipend must develop and deliver a 2 -4 hour training to teachers and staff at the request of the school/district leadership.
- Consultants in Math and Literacy will be contracted to work with staff on quarterly or monthly basis. The consultants will provide onsite training and mentoring. Consultants will be contracted for 8 – 16 days of services to specific teachers/departments and provide training during common planning to all staff as scheduled by school leadership.
- Trainers may require purchase of materials such as supplemental programs, classroom student materials and other items that will enhance the professional development and ensure ease in implementation and transfer to classroom instruction.
- The Universal Screener for the District for grades 6-8 is Aims Web. Annual yearly cost will be funded through the grant. Purchase/Printing of program manuals and assessment materials will be funded.
- To coincide with the on-going job embedded professional development, teachers and school leadership will participate in a monthly book study of professional learning. Books specific to content area will also be purchased to facilitate departmental study. School Leadership and District Leadership will lead the studies to increase content and professional knowledge through online professional community.

Budget

Proposed District Budget Summary
School Improvement Grants
2010-11 School Year

District: Berea Independent

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
120		
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		
320		
580		
610		
630		

MUNIS Code	Description of Activity	Amount Requested
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

Proposed District Budget Summary
School Improvement Grants
2011-12 School Year

District: Berea Independent

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
120		
211		
212		
213		
214		
221		
222		

MUNIS Code	Description of Activity	Amount Requested
231		
251		
253		
260		
294		
295		
296		
297		
320		
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

Proposed District Budget Summary
 School Improvement Grants
 2012-13 School Year

District: Berea Independent

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
120		
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		
320		
580		
610		
630		
640		

MUNIS Code	Description of Activity	Amount Requested
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

Proposed School Budget Summary
School Improvement Grants
2010-11 School Year

School: Berea Community Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Position - RTI	53663
111		
113	Stipend for extended professional development and implementation	7000
120		
211		
212		
213		
214		
221	FICA	3100
222	Medicare	725

MUNIS Code	Description of Activity	Amount Requested
231	KTRS	6677
251	State Unemployment Insurance	60
253	KSBA Unemployment Insurance	2650
260		
294	Health Insurance	3000
295	Life Insurance	100
296	State Admin	25
297		
335	Consultants for work with School Council, Literacy and Math	20500
0338	Professional Development Registrations/Fees	7500
0531	Postage and Materials	2000
0580	Travel – Professional Development	6500
610	Materials for training, implementation of instructional strategies and universal screeners/assessments	42750
616	Food, non food service for trainings	1800
630		
643	Supplemental books for trainings and curriculum	5000
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$163,050.00

Proposed School Budget Summary
School Improvement Grants
2011-12 School Year

School: Berea Community Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Position - RTI	53663
111		
113	Stipend for extended professional development and implementation	3000
120		
211		
212		
213		
214		
221	FICA	3100
222	Medicare	725
231	KTRS	6677
251	State Unemployment Insurance	60
253	KSBA Unemployment Insurance	2650
260		
294	Health Insurance	3000
295	Life Insurance	100
296	State Admin	25
297		
335	Consultants for work with School Council, Literacy and Math	12500
0338	Professional Development Registrations/Fees	7500
0531	Postage and Materials	1000
0580	Travel for professional development	5500

MUNIS Code	Description of Activity	Amount Requested
610	Materials for training, implementation of instructional strategies and universal screeners/assessments	105550
616		
630		
643	Supplemental books for trainings and curriculum	2000
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$112,050

Proposed School Budget Summary
School Improvement Grants
2012-13 School Year

School: Berea Community Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Position - RTI	53663
111		
113	Stipend for extended professional development and implementation	3000
120		
211		

MUNIS Code	Description of Activity	Amount Requested
212		
213		
214		
221	FICA	3100
222	Medicare	725
231	KTRS	6677
251	State Unemployment Insurance	60
253	KSBA Unemployment Insurance	2650
260		
294	Health Insurance	3000
295	Life Insurance	100
296	State Admin	25
297		
335	Consultants for work with School Council, Literacy and Math	12500
0338	Professional Development Registrations/Fees	2500
0531	Postage and Materials	1000
0580	Travel for professional development	1500
610	Materials for training, implementation of instructional strategies and universal screeners/assessments	10550
616		
630		
643	Supplemental books for trainings and curriculum	2000
670		
734		
735		
810		

MUNIS Code	Description of Activity	Amount Requested
892		
894		
933		
Total Amount Requested		\$103,050

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

Waivers: If the State has requested any waivers of requirements applicable to the district's School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below. The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Action Component

Climate

District Name Berea Community Schools

Component Manager: *Culture & Climate Committee*

School Name Berea Community Middle School

Date: 5/30/10

Priority Need	Goal (Addresses the Priority Need)
<p>The 2009-10 Scholastic Audit denoted increased staff and parent communication as an area needing improvement. The Audit recommends development of a communication policy that involves all levels of the school: administration, counseling and teachers to more effectively communicate the vision and purpose of the school mission and vision.</p>	<p>Student engagement, as measured by the attendance rate for the 2012-13 school year (Non Academic Data Indicator), will be raised by 5%. Student Achievement, as measured by the 2012-2013 KCCT percent of proficiency, will be raised 25% from the 2008-2009 KCCT results in the areas of reading and math. Behavior Referrals, as measured by data collected through infinite campus will be reduced by 25% as compared to total number of behavior referrals during the 2009-10 school year.</p>

	Strategy/Activity	Monitoring	Responsible Person for Monitoring	Budget	Start Date	End Date
1	SBDM will create a parent communication policy.	Documentation of minutes and approved policy will be provided by SBDM Council	Principal		7/1/10	10/2010
2	Academic Expectations and Behavior Expectations for students in grades 6-12 will be developed and approved by SBDM to be placed with Handbook.	Documentation of SBDM minutes will be provided along with copy of handbook to DDS by Assistant Principal and Principal	Director of District-wide Services		5/1/10	7/1/10
3	All faculty and staff will receive training regarding the implementation of the approved Academic and Behavioral Expectations.	Documentation of staff attendance to training will be provided by Assistant Principal to Principal	Principal	500.00 – training materials 800.00 – training refreshments	7/1/10	9/1/10
4	Implementation of Behavior Expectations and Referral System will be monitored on Monthly basis.	Assistant Principal and designees will update behavior records and provide quarterly report to SBDM.	Assistant Principal		8/1/10	ongoing
5	SBDM council will conduct School Council Effectiveness Self Study and Review. The findings of this review will be posted on the school website.	The SBDM will present a report to the Board of Education that will include the process of the study and findings from the study.	DDS	2500.00 for KASC program consultant	7/1/10	8/1/10
6	The SBDM council will use	The SBDM will present	DDS	2500.00 for professional	8/1/10	8/1/12

	the findings from the Self Study and Review to create a 2 year plan of action for leadership. This will include professional development for the Principal and Council, as well as recommended timeline for policy update/review.	the 2 year plan of action for leadership to the board of Education. Working with the DDS, the plan will be implemented and monitored.		development geared toward leadership and council responsibility 1500.00 travel		
I & I Check Date						

Action Component **Instruction**

District Name Berea Community Schools

Component Manager: *Curriculum and Instruction Committee*

School Name Berea Community Middle School

Date: 5/30/10

Priority Need	Goal (Addresses the Priority Need)
The 2009-10 School Audit identified a need in the area of instruction. Included in the document was a intentional focus on Common Core Planning and Differentiated Instruction.	Student Achievement, as measured by the 2012-2013 KCCT in the areas of reading and math proficiency, will be raised by 25% as compared to the Spring 2009 KCCT.

	Strategy/Activity	Monitoring	Responsible Person for Monitoring	Budget	Start Date	End Date
1	<i>Common Planning will be afforded to all departments during the school day, no less than twice a week.</i>	<i>Copy of schedule which included common planning will be provided to SBDM by Principal.</i>	<i>Principal/SB DM</i>	<i>Additional Staff Member added in area of reading/language arts to address RTI and common planning needs – 70000.00</i>	<i>8/1/10</i>	<i>ongoing</i>
2	<i>All staff will be trained in Response To Intervention procedures for assessment, identification, intervention implementation and documentation.</i>	<i>Documentation of Staff training will be provided by principal</i>	<i>Director of District-wide Services</i>	<i>500.00 – training materials 500.00 – training refreshments</i>	<i>8/1/10</i>	<i>10/1/10</i>
3	<i>All staff will be provided embedded professional development regarding differentiated instruction. All staff will be expected to implement strategies addressed in training.</i>	<i>Documentation of attendance of staff will be provided to Principal by lead teacher for each department. Walk through reviews will provide documentation of implementation.</i>	<i>Principal</i>	<i>10000.00 – training materials to include professional books for study 11000.00 – consultants to provide for training in differentiation and formative assessment</i>	<i>8/1/10</i>	<i>6/1/13</i>
4	<i>Read 180 program will be fully implemented as intervention tool for identified (students identified as below grade level in reading) students.</i>	<i>RTI specialist will provide documentation of identified student, student progress and log of student activity to Principal and DDS.</i>	<i>Principal and DDS</i>	<i>10000.00 – materials, consumable and non consumable for program</i>	<i>8/1/10</i>	<i>6/1/13</i>
5	<i>Math intervention programs will be investigated by using the NCTM's Creating and</i>	<i>Documentation of Committee attendance, minutes and findings will</i>	<i>Principal/SB DM</i>		<i>7/1/10</i>	<i>9/1/10</i>

	<i>Selecting Intervention Programs by a committee consisting of the math department, principal or designee, special education director or designee and DDS.</i>	<i>be provided to the SBDM and Principal.</i>				
6	<i>A Math Intervention program will be created and implemented by the RTI specialist and Math Department. The RTI specialist will identify students in need of intensive intervention and provide services.</i>	<i>Documentation of attendance of staff will be provided to Principal by lead teacher for each department. Walk through reviews will provide documentation of implementation. RTI specialist will provide documentation of identified student, student progress and log of student activity to Principal and DDS.</i>	<i>Principal and DDS</i>	<i>10000.00 for implementation and materials</i>	<i>9/1/10</i>	<i>6/1/2013</i>

Action Component **Curriculum and Assessment**

District Name Berea Community Schools

Component Manager: Curriculum and Instruction Committee

School Name Berea Community Middle School

Date: 5/30/10

Priority Need	Goal (Addresses the Priority Need)
The 2009-2010 School Audit identified a need for Comprehensive Curriculum Maps and Pacing Guides, as well as implemented Assessment System	Student achievement will increased, as measured by the 2012-2013 KCCT in the areas of reading and math, by 25% as compared to the Spring 2009 KCCT scores.

Objective Number	Strategy/Activity	Monitoring	Responsible Person for Monitoring	Budget	Start Date	End Date
1	Curriculum Maps will be developed by each department, grades 6-8. Each course of study will have a completed Curriculum Map and Pacing Guide. The maps and pacing guides will be updated annually to incorporate common standards.	Completed Curriculum Maps and Pacing guides will be provided to the Principal and DDS for review and revision.	Principal and DDS	1750.00 for training materials 500.00 for training refreshments	6/10	Ongoing
2	Use of Curriculum Maps and Pacing Guides will be implemented for each course of study. All Curriculum Maps and Pacing Guides will be posted on the website.	Walk through and lesson plans will indicated use of Curriculum Maps and Pacing guides for Principal	Principal and DDS		8/1/10	Ongoing
3	Honor programs, grades 6-8, will be developed in	Documentation of development of the	Principal and DDS	3000.00 for training stipends	6/10	8-10

	Language Arts/ Reading and Math. The program will be implemented in the 2010-11 school year.	programs will be placed on the school website after being provided to the Principal. Copy of schedule will provide for documentation of implementation.				
4	Assessment system, in Reading/Language Arts and Math, for all grades will be used to identify students for intervention and acceleration. The system will include a quarterly assessment and reporting. Parents will be provided reports for individual students.	Schedule of assessments and reporting will be provided to Principal by Counselors. RTI specialist will provide reports to Principal and DDS. Counselors will provide Parents with individual student reports	Principal and DDS	10000.00 for assessment system	7/1/10	
5	Common Planning Time will be used to provide professional development and planning for Differentiated Instructional, Assessment and Curriculum Standard Unpacking. Common Planning Time will be developed for departments. Release time will be used if deemed necessary by Principal.	Principal, in consultation with the DDS will provide the departments with an agenda for each meeting, as well as needed resources to complete the professional development. Documentation of Minutes, Attendance and Agenda will be provided to the Principal by the	Principal and DDS	4000.00 substitutes for release time.	8/1/10	

		Lead Teacher for each department.				
6	Professional Learning Communities will meet to provide professional development and time on Analysis of Student Work, Instructional Strategies and Student Intervention. Professional Learning Communities will be developed as grade level teams.	Principal, in consultation with the DDS will provide the Professional Learning Communities with an agenda for each meeting, as well as needed resources to complete the professional development. Documentation of Minutes, Attendance and Agenda will be provided to the Principal by the Lead Teacher for each department.	Principal and DDS	7000.00 for PLC materials	8/1/10	
7	All staff members will be provided training in Formative Assessment/ Assessment for Learning. Implementation of the Assessment strategies will be monitored throughout the school year in all courses.	Documentation of attendance of staff will be provided to Principal by lead teacher for each department. Walk through reviews will provide documentation of implementation.	Principal and DDS	3000.00 for training materials 2000.00 for consultant work	6/1/10	