Beechwood High School

CSIP

2023-2024

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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?

Beechwood High School is a public high school located in Fort Mitchell, Kentucky with approximately 740 students in grades 7 through 12. Each graduating class has about 125 students. We are part of the Beechwood Independent School District, which also includes Beechwood Elementary School (Preschool through 6th grade). This structure of having one elementary school and one high school creates a unique situation to be able to implement a strategically aligned and collaborative P-12 student experience as we share one contiguous building. There are approximately 1500 students in the Beechwood Independent School District. In addition to attending Beechwood by living in the district boundaries, students may apply to attend through a tuition program. There is a committee process to be selected to attend as a tuition student, space permitting. Situated in Northern Kentucky, Kenton County is one of the eight counties that comprise the Greater Cincinnati MSA. We have a strong community rooted in tradition with many families having attended Beechwood for generations. Our school and community are very closely tied, and our strong community partners enrich our students' experiences.

Since our founding in 1860, Beechwood has built a strong foundation and reputation of academic excellence. We work to balance this strong tradition with providing our students with a progressive education that will prepare them for life after high school. On average, approximately 95% of Beechwood graduates go on to attend college. We are a high-performing school offering a full curriculum including Advanced Placement (AP) classes, dual credit, and a variety of electives and required courses which are designed to maximize student achievement. We are proud to be the 2nd highest-ranked public high school in the state of Kentucky for the ACT. Our students consistently perform in the top tier of the state assessments. Beechwood High School is a National Blue Ribbon School, named one of America's Most Challenging High Schools by the Washington Post, ranked as one of the top high schools in Kentucky by the U.S. News Report, and the AP participation rate is over 80%. Beechwood also offers many outstanding extracurricular activities, and because of the school's small size, opportunities for participation and leadership abound.

In the past few years, changes include facilities upgrades, addition of the IDEA Lab (Innovation – Design – Engineering – Application), an increase in enrollment, move to a 7-period day, increased AP offerings, intervention courses, and electives. Finally, our biggest change initiative is the implementation of a comprehensive P-12 EDGE program that provides a hybrid of our traditional, rigorous content with rich, experiential learning. The focus is on students learning skills and proficiencies that are needed post-secondary through a curriculum developed in conjunction with over 60 business and six university partners. We continue to strive to meet the diverse needs of our students and work towards capitalizing on our small size to personalize learning pathways

for all students. Our school and community take great pride in the individualized support we can provide our students so that all can reach their potential and have expansive opportunities to become globally competitive.

Demographically, we have economic diversity and an achievement gap that is present between all students and identified subgroups. We have 13.8% of our population enrolled in the federal free/reduced lunch program, students with disabilities (7.1% of the overall population), 1.6% with limited English proficiency, and 14.3% in minority groups. We have had an increase in the past few years of our economically disadvantaged, limited English proficiency, and minority students. 54.4% of students are male and 45.6% are female. We have 39 teachers with an average of 14 years of experience. Two teachers are National Board Certified with numerous other teachers having earned accolades through awards in their field, becoming Google Educator Certified, and/or earning their Master's, Rank I, or specialist certification (72.9%). The average student-to-teacher ratio is 20:1. We also have classified personnel in the areas of maintenance, cafeteria, paraeducators, and office staff serving the students of Beechwood High School.

Fort Mitchell, Kentucky has a population of 8,241 with a median household income of $72,494 and a 5.5% poverty rate. 93% of the population has earned a high school diploma and 47% has earned a Bachelor's degree or higher. While Fort Mitchell is land-locked and there are not new neighborhoods being built, we have seen an increase of younger families moving in, leading to a slight increase in enrollment.

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.

With the unique structure of Beechwood Independent Schools being comprised of only two schools, Beechwood Elementary and Beechwood High School, we share our purpose, mission, and vision so that we are working in concert and providing our students with a consistent experience P-12.

Our mission statement is to provide innovative education grounded in tradition.

In addition, all district and school leadership collaborated to establish the meaning behind the frequently and historically used phrase "wearebeechwood." Through this collaboration, the P-12 leadership team was able to articulate the often-used phrase into "The Beechwood Way" as a means to communicate our expectations for all Beechwood students and staff. This message has been communicated and modeled to all students and staff P-12. The Beechwood Way is aimed to articulate an actionable set of principles driven by our district vision and mission. The first three action statements guide us in our decisions and work for students:

"We design teaching and learning focused on students."

"We build resilient learners and leaders who are fearless in the pursuit of excellence."

"We are a uniquely intimate community developing globally competitive students."

Learners and Leaders are a set of expectations for ALL students and ALL staff.
We are Learners: We are fearless. We pursue excellence. We are resilient. We reflect and grow.
We are Leaders: We are safe. We are respectful. We are responsible. We are proud.

As a next step, our district leadership team worked to create a 3-year Strategic Plan which is our Blueprint for Excellence. This will continue to make our Beechwood Way work actionable. Beechwood High School's goals in the strategic plan include: personalized learning, leadership, wellness, culture, and community engagement. Each summer we are completing an update on our work towards this strategic plan.

The Beechwood Way

We design teaching and learning focused on students.

We build resilient learners and leaders who are fearless in the pursuit of excellence.

We are a uniquely intimate community developing globally competitive students.

wearebeechwood.

We are Learners	We are Leaders
We are fearless.	We are safe.
We pursue excellence.	We are respectful.
We are resilient.	We are responsible.
We reflect and grow.	We are proud.

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.

Beechwood High School has many notable achievements. Beechwood has approximately 95% of Beechwood graduates go on to attend college each year. We are the second highest-ranked public high school in the state of Kentucky for the ACT with a current score average of 22.6. Our students have scored in the top tier of the state assessment, Kentucky Summative Assessment (KSA), ranking in the top schools in Kentucky. This includes for content area assessments, postsecondary readiness, and graduation rate. Beechwood High School is a National Blue Ribbon School, named one of America's Most Challenging High Schools by the Washington Post, ranked one of the top schools in Kentucky by the U.S. News Report, and the Advanced Placement (AP) participation rate is over 80%. We have students selected to the Kentucky Governor's Scholars program, Kentucky Governor's School for the Arts program, Governor's School for Entrepreneurship, and National Merit finalists each year. We also highly encourage our students to be involved in our athletic and extracurricular programs, which are also very successful. Our football team won the Class 1A State Championship in 2016, 2017, and 2018 for a total of 14 state championships and won the Class 2A State Championship in 2020, 2021, and 2022. Our baseball team won the Class A state championship in 2019. Our boys' basketball team were district champions in 2019 and made it to the regional championship. Our girls' track team won the state championship in 2019, achieving the first girls' state championship in school history and followed up with another State Championship in 2022. Our girls cross country team won state in 2022 and 2023. There are also several individual winners in various sports including track, cross country, and swimming. We created Beechwood's first Unified Bowling team and they won state in 2019. Our boys indoor track team won state in 2022. Our new Esports team was created a couple of years ago and won state in 2022. In 2019 and 2021, and 2023 our Marching Band won the Class 2A state championship. We have forensics individual state champions and our choir has earned the highest rating (Distinguished) at state. We also have seen successes in extracurriculars and community service. We have Seminar students working with community and business partners to solve problems using the skills they have acquired, and our students are serving through various organizations such as the NHS, NJHS, Student Council, and Tiger Ambassadors. Beechwood High School students and staff have led amazing work with our new initiative, the EDGE program, that will greatly enhance our students' personalized options and preparation to be competitive no matter what path they choose post-secondary. Our student leaders are continually raising the bar.

We will continue to strive for excellence in all areas and to increase options for students so that we can personalize students' experiences and pathways to best prepare them for life after high school. We are currently analyzing structures and processes as well as collaborating with other high-performing schools so that we can better provide our students with these opportunities. Based on our needs assessment, data analysis, CSIP work, and The Beechwood Way, we will focus on the following goal areas: our EDGE program (challenge maps, focus on the core concepts, defenses of learning), standards alignment and assessment (AP, ACT, and KSA), instructional outcomes (curriculum maps, summative assessments and data-driven professional growth plan goals), counseling services (wellness plan, college/career plan, and academic support

plan), and staff cohorts around our 5 district goals (personalized learning/community engagement, leadership, and wellness/culture). In the attachments, you can find a graphic for our Beechwood High School Work of 2023-2024. We have already started working for continuous improvement through committees, department work, professional learning community (PLC) meetings, district cohorts, our leadership team, and SBDM Council to implement initiatives to better support our students. All of this work is done within the guiding principles that we are professional, positive, and progressive.

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

Beechwood High School is a significant part of the Fort Mitchell community's identity as we take great pride in the accomplishments of everyone associated with the school. We believe that success is truly a joint venture between parents, students, the school, and community. A culture of success has been developed and is evident in nearly every area. The students demonstrate that they are learners by taking rigorous classes and rising to meet the high expectations, seeking opportunities to challenge one another, and demonstrate resilience when they are presented with productive struggle as well as the desire to continue growing when they are successful. Our staff shows that they are collaborative learners as they strive to implement an aligned, well-defined, rigorous curriculum with a high standard of instruction and assessment. They are continually refining their practice and working to provide our students with meaningful experiences and opportunities. Our students are leaders through service, projects they initiate, and in their real-world work with community partners as they apply acquired skills to authentic challenges. Beechwood teachers are leaders through their service on committees, PLC's, and in departments to enact positive change, planning events and experiences for our students, and collaborating with one another so that all can continually engage in professional learning and growth. As we developed and applied The Beechwood Way, one theme that has continually come up is that we are proud to be Beechwood Tigers. Beechwood achieves excellence whether it be in academics, athletics, service, or leadership. This can only be possible with the incredible collaboration of the highest caliber staff, families, and community who work together for our shared purpose…our students' success.

<h1 style="text-align: center; color: red;">Needs Assessment</h1>

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. **Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.**

   At Beechwood High School, we have multiple groups of stakeholders involved in data-driven decision making. The School Leadership Team (Principal, Assistant Principal, and Counselors) meet weekly and meetings are documented via agendas in our Google Team Drive. The team analyzes data as it is released. The Curriculum, Instruction, and Assessment Committee (Principal, Assistant Principal, Department Chairs) meets every month with data analysis as one of their areas of focus. Meetings are documented via agendas in our Google Team Drive. The committee analyzes data as it is released and makes recommendations for improvement which are then reported to the SBDM Council. The SBDM Council (Principal, 3 teachers, 2 parents, and 1 student) meet every month and meetings are documented via agendas in our Google Team Drive. The Council analyzes data as it is released and makes decisions based upon recommendations from the committees and school leadership. Our District Staff (Cabinet) meets biweekly to review, analyze, and apply data results. We also have district-wide professional learning cohorts around our 5 strategic planning goals. These cohorts meet monthly, look at data, what other schools are doing, engage in professional learning, and discuss solutions for improvement. Finally, we analyze data with all teachers through monthly Faculty Work Sessions, monthly Department Meetings, biannual Department Days, and PLC meetings.

Review of Previous Plan

2. **Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?**

   All goals, objectives, strategies, and activities from the 22-23 CSIP have been implemented and much of the work continues on to this year. Initiatives for reading and math

intervention, writing, differentiation, and aligning curriculum were successful. In addition, we continue to work to improve experiential learning and our EDGE program. This was successful as well with increased internships, EDGE challenges in a variety of classes, and increased business/university partners. Our focus has not shifted for 23-24, but rather, last year's CSIP has informed this year's plan as we continue to grow in similar areas including EDGE (challenge maps, focus on the core concepts, and defenses of learning), standards and assessment (AP, ACT, KSA), instructional outcomes (curriculum maps, summative assessments, and teacher PGPs), counseling (calendars of support for wellness plan, college/career plan, and academic support), and our district cohort work (personalized learning/community engagement, leadership, and culture/wellness). Please see the attached document as an overview of our 23-24 CSIP plan.

This year will be a focus on rigor, high expectations, and accountability. The Beechwood Way emphasizes the pursuit of excellence and so does our community. We will push forward to do what is best for ALL students and families.

The Beechwood Way has guiding principles that influence all decisions at Beechwood Schools. Our faculty has done a lot of work this summer to implement all aspects of the Beechwood Way for the year ahead including:
New Teacher Mentor Program, 3P's Revisited, HS Admin Retreat, Department Chair Leadership Workshop, and opening day sessions.
This work sets the stage for STUDENT ACHIEVEMENT and INSTRUCTIONAL OUTCOMES.

Our SBDM will SOLELY FOCUS on developing a CSIP that investigates the data associated with student achievement. Data will drive each component including ACT, AP, KSA, MAP, CERT, PSAT, and Stanford 10.

EDGE	Standards and Assessment	Instructional Outcomes	Counseling	Cohorts
Challenge Maps	**AP:** Action Plans, Albert IO, Classroom	**Curriculum Maps**	**Calendar of support: Wellness Plan College/Career Plan Academic Support**	**Personalized Learning/ Community Engagement**
Core Concept Focus	**ACT:** CERT Prep, Junior prep	**Summative Assessments**		**Leadership**
Defense of Learning	**KSA:** MAP growth measure	**PGP – Data Driven Goals**		**Wellness/Culture**

Trends

1. **Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?**

Our Current Academic State:
- 45.6% of AP exams were passed (3 or higher) in 2022. This is a slight decrease from 2021 (46.79%).
- In 2022, we had a 94.5% graduation rate. This is a decrease from 100% in 2021 due to SB128 students being allowed to repeat a grade level.
- In 2022, our mean ACT composite score was 22.5 which was just slightly higher than 2021 (22.1).

- Our ACT subscore means for 2022 are:
    - English - 23.7
    - Reading - 23.1
    - Math - 21.2
    - Science - 21.8
- Summary data can be reviewed [HERE](#).

Non-Academic Current State:
- The number of behavior referrals in 21-22 is 115. This is an increase from 20-21 (68 referrals). However, we were full NTI (virtual) or hybrid (half of the students in the building at a time) in 20-21 which may have caused less behavior referrals.
- 95% of students are involved in extracurricular activities. Numerous athletic teams, clubs, and the arts won many awards last year.
- Our staff took an Impact Working Conditions survey in 2022 and the results were very positive. While we still analyzed the data for growth areas, our data was very favorable compared to others in the state and nationally.

Priorities/Concerns

2. **Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.**

- 45.6% of AP exams were passed (3 or higher) in 2022. This is an area that we want to improve for our students since it equates to college credit.
- In 2022, our mean ACT composite score was 22.5 which was lower than pre-COVID and will be a focus area for us.
- Our ACT subscore means for 2022 are:
    - English - 23.7
    - Reading - 23.1
    - Math - 21.2
    - Science - 21.8
- For KSA, our group data is mostly unavailable due to the small number in each group per grade level (less than 10). However, overall, we know that we need to keep working on growth with students who are economically disadvantaged, our English Learner population, and our students with IEPs. We also know that we need to work on our 7th grade science (53% proficient/distinguished), aligning 8th grade social studies to the new assessment (55% proficient/distinguished), 11th grade science (28% proficient/distinguished), and 11th grade writing (44% proficient/distinguished).

Strengths/Leverages

1. **Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.**

   ● Please see THIS presentation for all comparisons and specific data analysis.
   ● Our 8th and especially our 11th grade writing KSA need to improve.
   ● Our 7th and especially our 11th grade science KSA need to improve.
   ● We need to align our 8th grade curriculum with the new standards/ KSA assessments.
   ● Overall, our KSA data is very strong.
   ● AP Music Theory, Art, Human Geography, U.S. History, Biology, and Spanish all met or exceeded the global mean on the AP exams.
   ● Other AP areas we need to continue to improve with the goal of meeting or exceeding the global mean.
   ● Our ACT data is lower than pre-COVID and we need to work to improve these averages.

Evaluate the Teaching and Learning Environment

2. **Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:**

   KCWP 1: Design and Deploy Standards
   KCWP 2: Design and Deliver Instruction
   KCWP 3: Design and Deliver Assessment Literacy
   KCWP 4: Review, Analyze and Apply Data
   KCWP 5: Design, Align and Deliver Support
   KCWP 6: Establishing Learning Culture and Environment

   After analyzing the key elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?
   NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

In order to improve in the areas of growth above, we will primarily focus on implementation of the following improvement strategies: Strategy 3 (Assessment Literacy), Strategy 4 (Review, Analyze, and Apply Data Results), Strategy 5 (Design, Align, and Deliver Support), and Strategy 6 (Establish a Learning Culture and Environment-for both staff and students).

Comprehensive Improvement Plan for Schools Template

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, and Growth.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your *Proficiency* Goal

Goal 1A: By 2026, the middle school will increase the percentage of proficient/distinguished reading students from 67.5% to 70%. Goal 1B: By 2026, the middle school will increase the percentage of proficient/distinguished math students from 73% to 75%. Goal 1C: By 2026, the high school will increase the percentage of proficient/distinguished reading students from 69% to 73%. Goal 1D: By 2026, the high school will increase the percentage of proficient/distinguished math students from 65% to 68%. Goal 1E: By 2026, the high school AP pass rate will increase from 67.20% to 70.0%. (school-added goal) Goal 1F: By 2026, the high school ACT mean will increase from 22.88 to 24.0 (school-added goal)		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective 1: In both the middle school and high school, we will increase the percentage of students scoring proficient or distinguished in reading and math.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze, & Apply Data	**Department Days and Work Sessions –** In addition to their monthly PLC work sessions together, teachers will have an Early Release Day once per month to engage in professional learning and collaboration to improve reading and writing strategies, instruction, assessment, data analysis to improve instruction, and aligned curriculum with ACT/AP skills embedded. We will also work on end of course expectations/vertical alignment of curriculum maps so that students have a complete, coherent, and intentional experience. EDGE experiences and challenges will also be discussed to increase experiential learning and development of EDGE core concepts for all students. Teachers will also have the	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0 for substitutes

		opportunity to visit successful schools and/or attend professional development to learn strategies to create more personalized learning. Each department has developed 2 goals that they are working on throughout the year in their work sessions and department days. They are sharing progress towards the goals at curriculum/instruction monthly meetings and then will share with SBDM in the spring.			
		District Professional Learning Cohorts – All certified staff in the district are participating in professional learning cohorts to work towards the district's five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group will be mixed with elementary and high school staff members and the cohort will be facilitated by a member of the district cabinet. The cohorts will conduct a needs assessment, conduct research on improvement strategies, engage in professional learning in the goal area, and will then make a proposal for implementation.	Data Sheet & Student EDGE Experiences	Throughout the year	$2000 for substitutes for site visits Assessments are paid for by the district

		While personalized learning will directly research and implement initiatives to improve student academic outcomes, all of the cohorts will indirectly impact student achievement and growth.			
		Professional Learning Communities-Teachers will participate in monthly planning period PLC meetings. This will allow for them to work with and learn from colleagues outside of their department. We will use this time for professional learning, sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time.	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0
		Assessment Literacy Work/Incremental Assessments/Data Analysis: Teachers will engage in an assessment literacy review to improve how we are assessing students and collecting data to inform instruction. C.E.R writing will be used by all subjects. We will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move	Data Sheet Incremental assessment scores	Assessment calendar throughout the year	$0 – District paying for data warehouse

		on to incremental assessments and vertical alignment. Ultimately, we will work towards continually analyzing data from quality formative assessments so that we know exactly where each of our students are and how to grow each of them. We will also work on using our CERT and MAP growth data to plan for instruction and personalized learning.			
		EDGE Program- As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The Beechwood EDGE addresses the following: To be globally competitive, our children need exposure to new content, problem solving, industry engagement, and leadership	All Assessment Scores	Throughout the year	$0

		opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an "edge." There was a clear consensus: we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.			
		Curriculum & Instruction Committee-This committee will work to regularly review processes, programs, structures, and best practices to ensure that they support continuous improvement. Data-driven suggestions will be made by this committee to support a rigorous curriculum and high-quality instruction.	Kentucky Summative Assessment Scores MAP scores AP scores Stanford 10 scores	May 2024 Results September 2024	*TBD depending on committee recommendations

		Individual Student Intervention - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.	Kentucky Summative Assessment Scores	May 2024 Results September 2024 Progress monitoring data on individual students	$0
Objective 2: In the high school, we will increase the percentage of AP exams that are passed (defined by a score of 3 or higher) and will increase our ACT average.	KCWP 3: Design & Deliver Assessment Literacy

KCWP 4: Review, Analyze, & Apply Data

KCWP 5: Design, Align, & | **AP Action Plans**-AP teachers will continue to implement AP Action Plans. These were used to analyze the previous year's data as well as historical data, set proficiency and growth goals, and outline actionable steps to accomplish those goals both through student support and professional learning. | AP Exam Results | May 2024 Results July 2024 | $0 |
| | | **AP Professional Learning**-AP teachers will participate in professional learning each year through visits to or collaboration | AP Exam Results | May 2024 Results July 2024 | $3000 |

	Deliver Support

KCWP 6: Establishing Learning Culture & Environment | with other schools with proven AP results and/or attending AP professional development (1 day workshops, 5 day workshops, or AP Reader training). Some AP teachers are also leading AP roundtables to discuss strategies and best practices with AP teachers from other schools. | | | |
		AP Saturday-Teacher leaders are working to implement our annual AP Saturday in order for students to review, learn strategies, and get excited for AP exams. They will be able to have sessions with each AP class.	AP Exam Results	May 2024 Results July 2024	$1,000
		Albert.IO-We will use this program as a tool in AP classes to provide our students with high-quality practice. We will also use this to assess and collect data to inform instruction.	AP Exam Results	May 2024 Results July 2024	$2500
		CERT-We will use this program as a tool in 9th - 11th grade classes to provide our students with high-quality, ACT-like practice. We will also use this to assess and collect data to inform instruction. CERT also has teaching and learning tools for both teachers and students to use to improve ACT results.	ACT Results	March 2024 May 2024	$0 - District paying for this.

2: Separate Academic Indicator

State your *Separate Academic Indicator* Goal

Goal 2A: By 2026, the middle school will increase the percentage of proficient/distinguished science students from 48% to 51%.

Goal 2B: By 2026, the middle school will increase the percentage of proficient/distinguished social studies students from 59% to 64%.

Goal 2C: By 2026, the middle school will increase the percentage of proficient/distinguished combined writing students from 70% to 73%.

Goal 2D: By 2026, the high school will increase the percentage of proficient/distinguished science students from 13% to 18%.

Goal 2E: By 2026, the high school will increase the percentage of proficient/distinguished social studies students from 57% to 65%.

Goal 2F: By 2026, the high school will increase the percentage of proficient/distinguished combined writing students from 70% to 70%.

Goal 2G: By 2026, the high school AP pass rate will increase from 67.20% to 70%.(school-added goal)

Goal 2H: By 2026, the high school ACT mean will increase from 22.88 to 24.0 (school-added goal)

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be*	Which **Activities** will the school/district deploy based on the strategy or strategies	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities,

			Measure of Success	Progress Monitoring Date & Notes	Funding
based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	*chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	and necessary funding to execute the activity or activities.			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

| Objective 1: The middle school and high school will increase the percentage of students scoring proficient and distinguished on science, social studies, and writing. | KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design & Deliver Assessment Literacy

KCWP 4: Review, Analyze, & Apply Data | **Department Days and Work Sessions** – In addition to their monthly work sessions together, teachers will have Department Days twice per year to engage in professional learning and collaboration to improve reading and writing strategies, instruction, assessment, data analysis to improve instruction, and aligned curriculum with ACT/AP skills embedded. We will also work on end of course expectations/vertical alignment of curriculum maps so that students have a complete, coherent, and intentional experience. EDGE experiences and challenges will also be discussed to increase experiential learning and development of EDGE core concepts for all students. Teachers will also have the opportunity to visit successful schools and/or attend professional development to learn strategies to create more personalized learning. Each department has developed 2 goals that they are working on throughout the year in their | Kentucky Summative Assessment Scores | May 2024 Results September 2024 | $2,000 for substitutes |

		work sessions and department days. They are sharing progress towards the goals at curriculum/instruction monthly meetings and then will share with SBDM in the spring.			
		District Professional Learning Cohorts – All certified staff in the district are participating in professional learning cohorts to work towards the district five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group will be mixed with elementary and high school staff members and the cohort will be facilitated by a member of the district cabinet. The cohorts will conduct a needs assessment, conduct research on improvement strategies, engage in professional learning in the goal area, and will then make a proposal for implementation. While personalized learning will directly research and implement initiatives to improve student academic outcomes, all of the cohorts will	Data Sheet & Student EDGE Experiences	Throughout the year	$2000 for substitutes for site visits Assessments are paid for by the district

		indirectly impact student achievement and growth.			
		Professional Learning Communities-Teachers will participate in monthly planning period PLC meetings. This will allow for them to work with and learn from colleagues outside of their department. We will use this time for professional learning, sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time.	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0
		Assessment Literacy Work/Incremental Assessments/Data Analysis: Teachers will engage in an assessment literacy review to improve how we are assessing students and collecting data to inform instruction. We will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to incremental assessments and vertical alignment. Ultimately, we will work towards continually analyzing data from quality formative assessments so that we know exactly where	Data Sheet Incremental assessment scores	Assessment calendar throughout the year	$0 – District paying for data warehouse

		each of our students are and how to grow each of them. We will also work on using our CERT and MAP growth data to plan for instruction and personalized learning.			
		EDGE Program- As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The Beechwood EDGE addresses the following: To be globally competitive, our children need exposure to new content, problem solving, industry engagement, and leadership opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an "edge." There was a clear consensus:	All Assessment Scores	Throughout the year	$0

		we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.			
		Curriculum & Instruction Committee-This committee will work to regularly review processes, programs, structures, and best practices to ensure that they support continuous improvement. Data-driven suggestions will be made by this committee to support a rigorous curriculum and high-quality instruction.	Kentucky Summative Assessment Scores MAP scores AP scores Stanford 10 scores	May 2024 Results September 2024	*TBD depending on committee recommendations
		Explicit Writing Professional Development- We will work with teachers on improving writing across the curriculum. Through PLC meetings, ER Department Days, department	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$1000 for PD

		work sessions, faculty work sessions, PD days, and/or individual trainings, we will incorporate new writing strategies and monitor student growth in writing. Specifically this year, All core subjects will be utilizing the C.R.E Claim/Evidence/Response writing process. All departments are working on a writing and research continuum as well as examining student work.			
		Middle Grades Work Sessions-We will have a half day for 5th - 9th grade teachers as well as department chairs in English and Math to work together on end of grade level expectations, curriculum alignment, strategies, and professional learning.	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0
		Individual Student Intervention - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to	Kentucky Summative Assessment Scores	May 2022 Results September 2024 Progress monitoring data on individual students	$0

		check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.			
Objective 2: In the high school, we will increase the percentage of AP exams that are passed (defined by a score of 3 or higher) and will increase our ACT average.	KCWP 3: Design & Deliver Assessment Literacy

KCWP 4: Review, Analyze, & Apply Data | **AP Action Plans**-AP teachers will continue to implement AP Action Plans. These were used to analyze the previous year's data as well as historical data, set proficiency and growth goals, and outline actionable steps to accomplish those goals both through student support and professional learning. | AP Exam Results | May 2024 Results July 2024 | $0 |
| | KCWP 5: Design, Align, & Deliver Support

KCWP 6: Establishing Learning Culture & Environment | **AP Professional Learning**-AP teachers will participate in professional learning each year through visits to or collaboration with other schools with proven AP results and/or attending AP professional development (1 day workshops, 5 day workshops, or AP Reader training). Some AP teachers are also leading AP roundtables to discuss strategies and best | AP Exam Results | May 2024 Results July 2024 | $3000 |

		practices with AP teachers from other schools.			
		AP Saturday-Teacher leaders are working to implement our annual AP Saturday in order for students to review, learn strategies, and get excited for AP exams. They will be able to have sessions with each AP class.	AP Exam Results	May 2024 Results July 2024	$1,000
		Albert.IO-We will use this program as a tool in AP classes to provide our students with high-quality practice. We will also use this to assess and collect data to inform instruction.	AP Exam Results	May 2024 Results July 2024	$7500
		CERT-We will use this program as a tool in 9th - 11th grade classes to provide our students with high-quality, ACT-like practice. We will also use this to assess and collect data to inform instruction. CERT also has teaching and learning tools for both teachers and students to use to improve ACT results.	ACT Results	March 2024 May 2024	$0 - District paying for this.

3: English Learner Progress

*** Beechwood High School does not currently have enough EL students to have public data available. However, our general goal is to support all English Learners in growing in all areas of the ACCESS test - listening, speaking, reading, and writing.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective 1: The middle school and high school will increase the percentage of students with scores improving on the ACCESS test.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze, & Apply Data	**EL Professional Learning -** Our EL teacher will work with teachers on specific strategies that they can use in classrooms to better support our EL students.	ACCESS Assessment Scores	January 2024 Results September 2024	$0
		EL Support from NKCES - We will have part time support from an NKCES staff member who will oversee PSPs and ACCESS testing to give our EL teacher more time to work with students. She will also be able to work with students a couple of days per week when it is not our PSP and ACCESS windows.	ACCESS Assessment Scores	January 2024 Results September 2024	$0 - District paying for this.
		EL Push In and Pull Out Services - Our EL teacher is devoting more time to the high school and is not just pulling out individual and small groups for services but is pushing into our classes so that students can receive support in the general education classroom. This also	ACCESS Assessment Scores	January 2024 Results September 2024	$0

		fosters collaboration between the EL and general education teachers. One example is our EL teacher going into our lab (intervention) classes to work with our EL students during this intervention/support time.			
		Counseling Services - Our counselors will specifically work with EL students for scheduling to be sure that they are aware of opportunities available to them such as courses that might be applicable to their future plans, AP, and dual credit courses. This will be beneficial for giving all of our students access to high-level experiences that promote growth.	EDGE, dual credit, and AP enrollment ACCESS Assessment Scores	January 2024 Results September 2024	$0 - District paying for this.
		Individual Student Intervention - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other	Kentucky Summative Assessment Scores	May 2023 Results September 2024 Progress monitoring data on individual students	$0

		interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.			

4: Quality of School Climate and Safety

Goal 4A: By 2026, the middle school will increase the Quality of School Climate and Safety Survey from 69.8 to 75 (reach very high status for middle school).
Goal 4B: By 2026, the high school will increase the Quality of School Climate and Safety Survey from 72.7 to 75 (Highest Status).

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy -	

• KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment		Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The middle school and high school will increase the Quality of School Climate and Safety scores.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design & Deliver Assessment Literacy	**Culture & Climate Committee-** The committee will regularly meet to work on improving the learning and leadership culture at Beechwood, including motivation and recognition for both students and staff. Implementation and communication of The Beechwood Way to see those statements put into action will be a large part of this work.	QSCS Survey Results	May 2024 Results September 2024	$500
		Check & Connect-Students who are struggling academically, behaviorally, or	QSCS Survey Results	May 2024	$0

	KCWP 4: Review, Analyze, & Apply Data	social/emotionally will be assigned a "Check and Connect" mentor that will meet with them regularly to establish a positive relationship, intervene based on the student's need, and communicate with the family.		Results September 2024	
		Wellness Lessons - Our counseling department is working on a P-12 wellness curriculum and system of support. This will support our students' growth and allow them to develop skills that will support their development personally and academically. Students will have lessons from the counselors in classes starting with monthly lessons in 7th grade, quarterly in 8th grade, and periodically in 9th - 12th grade.	QSCS Survey Results	May 2024 Results September 2024	$0
		Safety Committee- Our district safety committee is comprised of emergency responders, district staff, school administrators, teachers, counselors, and the school psychologist to continually review student safety. We need to also communicate safety improvements and work to	QSCS Survey Results	May 2024 Results September 2024	$0

		students through grade level meetings/updates.			
		Trauma-Informed Care Team- Our school psychologist, counselors, and an administrator from each building serve on the Trauma-Informed Care Team to look at our practices and inform new strategies to support students.	QSCS Survey Results	May 2024 Results September 2024	$0
		District Professional Learning Cohorts – All certified staff in the district are participating in professional learning cohorts to work towards the district five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group will be mixed with elementary and high school staff members and the cohort will be facilitated by a member of the district cabinet. The cohorts will conduct a needs assessment, conduct research on improvement strategies, engage in professional learning in the goal area, and will then make a proposal for implementation. While wellness and culture will	QSCS Survey Results	May 2024 Results September 2024	$2000 for substitutes

		directly research and implement initiatives to improve student outcomes for this objective, all of the cohorts will indirectly impact our school culture. Students, teachers, and parents survey data will also be used to make improvements in culture and wellness.			

5: Gap

State your *Gap* Goal

*** Beechwood High School does not currently have enough students with IEPs, EL students, or economically disadvantaged students in some grade levels to have public data available. However, our general goal is to increase the percentage of students in these populations scoring proficient or distinguished in all areas. Internally, teachers have goals set for these areas.		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The middle school and high school will increase the percentage of free/reduced lunch students scoring proficient/distinguished. Objective 2: The middle school and high school will increase the	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	**Individual Student Intervention -** The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.	Kentucky Summative Assessment Scores	May 2024 Results September 2024 Progress monitoring data on individual students	$0

| percentage of students with disabilities scoring proficient/distinguished.

Objective 3: The middle school and high school will increase the percentage of EL students scoring proficient/distinguished. | KCWP 3: Design & Deliver Assessment Literacy

KCWP 4: Review, Analyze, & Apply Data | **Professional Learning Communities-**Teachers will participate in monthly planning period PLC meetings. This will allow for them to work with and learn from colleagues outside of their department. We will use this time for professional learning, sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time. | Kentucky Summative Assessment Scores | May 2024 Results September 2024 | $0 |
|---|---|---|---|---|---|
| | | **Special Education Department Days and One-on-Ones-**The Special Education team will be given 1.5 days each month to engage in professional learning and collaboration to improve strategies, instruction, and assessment with regular education teachers. Each teacher will also have a one-on-one each month to work on individual professional learning and improvement work for their caseloads with our Special Education Director. This year, our department is receiving extra training in writing IEPs, goals, and supporting students through specially designed instruction. They will set goals specifically aligned to MAP, CERT, and KSA. | Kentucky Summative Assessment Scores MAP scores CERT scores Stanford 10 scores | May 2024 Results September 2024 | $1000 for substitutes |
| | | **Study Skills Classes-**The collaborative team will teach study skills' classes where they have the opportunity to work with not only special education students, but those who are struggling. This will be a period in the day to work on executive functioning skills, organization, task completion, touching | Kentucky Summative Assessment Scores | May 2024 Results September 2024 | $0 |

		base on missing assignments, and building study habits.			
		Check & Connect-Students who are struggling academically, behaviorally, or social/emotionally will be assigned a "Check and Connect" mentor that will meet with them regularly to establish a positive relationship, intervene based on the student's need, and communicate with the family.	Kentucky Summative Assessment Scores Behavior Data Attendance Data	May 2024 Results September 2024	$0
		Tutoring-We have a tutoring program for both the middle school and high school two days per week after school to meet students' needs and ensure that they are getting extra instruction, if needed. If a student is failing classes, he/she will be required to participate in tutoring until passing. Saturday tutoring is also available twice per month.	Kentucky Summative Assessment Scores	May 2024 Results September 2024	Paid for through ESS funds
		Virtual Learning Lab-To support students on APEX, online dual credit, as well as other students who may be struggling, we have a Virtual Learning Lab and VLL Facilitator to support these students and monitor their progress.	Kentucky Summative Assessment Scores	May 2024 Results September 2024	Staffing & Classroom
		English/Math Lab Classes-This year we will continue English/Math Lab classes for each grade level. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0

		success. This year, we have added data review meetings to review students' progress and make changes to interventions and supports based on students' needs.			
		Wellness Lessons - Our counseling department is working on a P-12 wellness curriculum and system of support. This will support our students' growth and allow them to develop skills that will support their development personally and academically. Students will have lessons from the counselors in classes starting with monthly lessons in 7th grade, quarterly in 8th grade, and periodically in 9th - 12th grade.	QSCS Survey Results	May 2024 Results September 2024	$0
		EDGE Program- As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The Beechwood EDGE addresses the following: To be globally competitive, our children need exposure to new content, problem solving, industry engagement, and leadership opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an "edge." There was a clear consensus: we	All Assessment Scores	Throughout the year	$0

		need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.			
		EL Professional Learning - Our EL teacher will work with teachers on specific strategies that they can use in classrooms to better support our EL students.	ACCESS Assessment Scores	January 2024 Results September 2024	$0
		EL Support from NKCES - We will have part time support from an NKCES staff member who will oversee PSPs and ACCESS testing to give our EL teacher more time to work with students. She will also be able to work with students a couple of days per week when it is not our PSP and ACCESS windows.	ACCESS Assessment Scores	January 2024 Results September 2024	$0 - District paying for this.
		EL Push In and Pull Out Services - Our EL teacher is devoting more time to the high school and is not just pulling out individual and small groups for services but is pushing into our classes so that students can receive support in the general education classroom. This also fosters collaboration between the EL and general education teachers. One example is our EL teacher going into our lab	ACCESS Assessment Scores	January 2024 Results September 2024	$0

		(intervention) classes to work with our EL students during this intervention/support time.			

6: Graduation rate

State your *Graduation Rate* Goal-High School Only

Goal 6A: By 2026, the high school will increase the graduation rate from 99.1% to 100%.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

	• KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment				
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: We will decrease the number of students who are at-risk of failing.	KWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and	**Individual Student Intervention -** The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.	Kentucky Summative Assessment Scores	May 2024 Results September 2024 Progress monitoring data on individual students	$0
		Check & Connect-Students who are struggling academically, behaviorally, or social/emotionally will be assigned a "Check and Connect" mentor that will meet with them regularly to establish a positive relationship, intervene based on the	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0

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	Environment	student's need, and communicate with the family.	Behavior Data Attendance Data		
		English/Math Lab Classes-This year we will continue English/Math Lab classes for each grade level. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic success. This year, we have added data review meetings to review students' progress and make changes to interventions and supports based on students' needs.	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0
		Study Skills Classes-The collaborative team will teach study skills' classes where they have the opportunity to work with not only special education students, but those who are struggling. This will be a period in the day to work on executive functioning skills, organization, task completion, touching base on missing assignments, and building study habits.	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0
		Special Education Department Days and One-on-Ones-The Special Education team will be given a day each month to engage in professional learning and collaboration to improve strategies, instruction, and assessment with regular education teachers. Each teacher will also have a one-on-one each month to work on individual professional learning and improvement work for their caseloads with our Special Education Director. This year, our department is receiving extra training in writing	Kentucky Summative Assessment Scores MAP scores CERT scores Stanford 10 scores	May 2024 Results September 2024	$1000 for substitutes

		IEPs, goals, and supporting students through specially designed instruction. They will set goals specifically aligned to MAP, CERT, and KSA.			
		Culture & Climate Committee- The committee will regularly meet to work on improving the learning and leadership culture at Beechwood, including motivation and recognition for both students and staff. Implementation and communication of The Beechwood Way to see those statements put into action will be a large part of this work.	Kentucky Summative Assessment Scores Graduation Rate	May 2024 Results September 2024	$500
Objective 2: We will increase the number of students who are on college or career pathways.	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**College Credit/Opportunity Communication**-Counselors and administrators will advise students and parents on opportunities for pathways to college credit acquisition, including Dual Credit and Advanced Placement courses. We will ensure that our Program of Studies/Course Guide also clearly communicates these opportunities and their value. We will build and enhance these programs to improve pass rate, engagement, and participation of all populations at all high school grade levels. Support through partnerships with local colleges and universities (Thomas More College, NKU, and Gateway) will be crucial for this work. This is a major task of the counseling department – to communicate opportunities and services to all students and parents at every grade level.	AP & Dual Credit Enrollment Numbers AP Pass Rate	July 2024	$300
		Pre-AP Curriculum & Recruitment-We will implement pre-AP curriculums and programs (such as SpringBoard and enVision) to better prepare our students for AP courses. We will also	AP Enrollment Numbers	Throughout 2022-2024	$0

		work to recruit students to AP classes through communicating the value of AP and talking with pre-AP classes in the spring. We will continue to evaluate AP offerings and work with the middle grades and above to ensure the curriculum is aligned.	Mid-terms & Final Scores		
		EDGE Program- As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The Beechwood EDGE addresses the following: To be globally competitive, our children need exposure to new content, problem solving, industry engagement, and leadership opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an "edge." There was a clear consensus: we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with	All Assessment Scores Defense of Learning Rubrics	Throughout the year	$0

		businesses and universities will benefit all content areas.			
		APEX – offer a variety of online courses to meet the needs of students seeking credit on an individualized basis.	Graduation Rate	May of 2024	$6,000

7: Postsecondary Readiness

State your Postsecondary Readiness Goal-High School Only

Goal 7A: By 2026, the high school will increase the postsecondary readiness indicator from 98.3% to 100%.		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

• KCWP 6: Establishing Learning Culture and Environment	• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities				
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: In the middle school, we will increase the reading and math student growth percentile.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	**Individual Student Intervention -** The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.	Kentucky Summative Assessment Scores	May 2024 Results September 2024 Progress monitoring data on individual students	$0
		Professional Learning Communities-Teachers will participate in monthly planning period PLC meetings. This will allow for them to work with and learn from colleagues outside of	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0

		their department. We will use this time for professional learning, sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time.			
		English/Math Lab Classes-This year we will continue English/Math Lab classes for each grade level. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic success. This year, we have added data review meetings to review students' progress and make changes to interventions and supports based on students' needs. Students in senior lab classes will be solely focused on meeting benchmark and achieving postsecondary readiness - whether through the ACT or KYOTE tests.	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0
		Study Skills Classes-The collaborative team will teach study skills' classes where they have the opportunity to work with not only special education students, but those who are struggling. This will be a period in the day to work on executive functioning skills,	Kentucky Summative Assessment Scores	May 2024 Results September 2024	$0

		organization, task completion, touching base on missing assignments, and building study habits.			
		District Professional Learning Cohorts – All certified staff in the district are participating in professional learning cohorts to work towards the district five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group will be mixed with elementary and high school staff members and the cohort will be facilitated by a member of the district cabinet. The cohorts will conduct a needs assessment, conduct site visits, engage in professional learning, research on improvement strategies, and will then make a proposal for implementation. While personalized learning will directly research and implement initiatives to improve student academic outcomes, all of the cohorts will indirectly impact student achievement and growth.	Data Sheet & Student EDGE Experiences	Throughout the year	$2000 for substitutes for site visits Assessments are paid for by the district
		Assessment Literacy Work/Incremental Assessments/Data Analysis: Teachers will engage in an	Data Sheet Incremental	Assessment calendar throughout the year	$0 – District paying for data warehouse

		assessment literacy review to improve how we are assessing students and collecting data to inform instruction. We will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to incremental assessments and vertical alignment. Ultimately, we will work towards continually analyzing data from quality formative assessments so that we know exactly where each of our students are and how to grow each of them. We will also work on using our CERT and MAP growth data to plan for instruction and personalized learning.	assessment scores		
		CERT-We will use this program as a tool in 9th - 11th grade classes to provide our students with high-quality, ACT-like practice. We will also use this to assess and collect data to inform instruction. CERT also has teaching and learning tools for both teachers and students to use to improve ACT results. Since ACT is our primary method of students reaching postsecondary readiness, this will be incredibly beneficial for this goal.	ACT Results	March 2024 May 2024	$0 - District paying for this.

School Safety Report

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

    Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom
system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

    Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

       by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

    Yes

8. Did the principal discuss the emergency plan with all school staff prior to the first instructional day of the <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the

answer is "no", please explain in the comment box.

    Yes

9. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

    Yes

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

      Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the

comment box.
      Yes

School Assurances

[Link to Required School Assurances for 2023-2024](#)