

Beechwood Elementary School

CSIP

2023-2024



Beechwood
ELEMENTARY

Zach Ashley

54 Beechwood Road

Fort Mitchell, KY 41017

Approved by the SBDM Council 2023

Table of Contents

Executive Summary.....	2
Continuous Improvement Diagnostic	6
Needs Assessment.....	10
Closing the Achievement Gap.....	13
Comprehensive Improvement Plan	17
School Safety Report.....	24
School Assurances.....	26

Executive Summary

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 Elementary School is a public school located in Fort Mitchell, Kentucky with approximately 750 students in grades P through 6th. We are part of the Beechwood Independent School District, which also includes Beechwood High School (6th-12th). 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 1450 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 one-to-one 3rd-6th offering a full curriculum including and a variety of electives and required courses which are designed to maximize student achievement. We are proud to be one of the highest-ranked public elementary schools in the state of Kentucky. Our students consistently perform in the top tier of the state assessment. Beechwood Elementary School is a National Blue Ribbon School. 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 new administration, implementation of a one-to-one program with all students having a school-issued Chromebook as an instructional tool, facilities upgrades, an increasing enrollment, move to a 7-period day, introduction and implementation of Mandarin and STEM programs, increased course offerings, intervention courses, and electives. We continue to strive to meet the diverse needs of our students and work towards capitalizing on our small size to personalize 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 17.5% of our population enrolled in the

federal free/reduced lunch program, students with disabilities (10% of the overall population), 7.1% with limited English proficiency, and 11% in minority groups. 55.4% of students are male and 44.6% are female. We have 38 teachers with an average of 14 years of experience. Five 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 or Rank I certification (92.3%). The average student-to-teacher ratio is 24:1. We also have classified personnel in the areas of maintenance, cafeteria, paraeducators, and office staff serving the students of Beechwood Elementary School.

Fort Mitchell, Kentucky has a population of 8,245 with a median household income of \$62,396 and a 8.74% poverty rate. 95% of the population has earned a high school diploma and 43% 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.

Our vision statement is to inspire students to embrace responsibility, productivity, and compassion as citizens of a global community.

In addition, all district and school leadership collaborated to establish the meaning behind the frequently and historically used phrase "weare**beechwood**." Through this collaboration, the P-12 Leadership 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 Roadmap to Excellence. This will make our Beechwood Way work actionable. Beechwood High School's goals in the strategic plan include: personalized learning, leadership, technology, social-emotional learning, culture, and community engagement. This plan supports our Preschool-12th grade work to develop the following habits of mind in all students and staff: think critically and take risks, seek to clarify and understand, be intellectually precise, maintain sustained inquiry, be metacognitive, plan and be strategic, and seek and evaluate reasoning.

The **B**eechwood 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 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.

Notable Achievements and Areas of Improvement: Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas of improvement that the school is striving to achieve in the next three years.

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 instructional goal areas: writing improvement across content areas, establishing end of grade level/course expectations and aligning curriculum, use of data to plan instruction and measure growth, and working to close the achievement gap. We have already started working through our

schedule changes last year, committees, departments, professional learning community (PLC) meetings, 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 Elementary 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 resiliency 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 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. Beechwood teachers are leaders through their service on committees and PLC's to enact positive change, planning events and experiences for our students, and training 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, parents, and community who work together for our shared purpose...our students' success.

Continuous Improvement Diagnostic

Part I

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*, Organizational Health OHI) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

***eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.**

Beechwood Elementary School utilized the following tools from a variety of stakeholders to conduct a needs assessment for areas of improvement:

- Parent Survey
- Organizational Health Survey
- Feedback from the SBDM Council over the last year
- Weekly meetings with Grade Levels (Curriculum/Instruction Committee)
- Discussions with the Parent Advisory Committee
- Discussion with the Student Advisory Committee

From these results, we identified the following as processes, practices, and conditions for improvement:

- Communication
- Personalization of courses of study
- Community Engagement
- Social-Emotional Learning

Please see the rationale below for each improvement area:

- Communication- Our discussions with the Parent Advisory Committee as well as data from the Parent Survey indicated a need for improved, streamlined communication. While we have several means of communication, they often require parents to access the information. This

led us to understand the need for an app with personalized notifications, allowing our users to receive information pertinent to them. We also continue to review and improve our use of Infinite Campus, the website, Twitter, and Facebook to communicate with families.

- Personalization- All of our work with students, parents, and teachers highlighted the need for more personalized courses of study and supports to better meet the needs of ALL of our students. Visits to other schools confirmed this and allowed us to research structures to fulfill these needs. Personalizing courses of study for all students is a part of our 3-year strategic plan, but our needs assessment led us to focus initially on intervention, G/T, new course offerings, and the IDEA Lab (innovation-design-engineering-application).
- Community/Business Engagement- Our work with community members through Seminar partnerships, our SBDM Council, discussions with parents, and the parent survey showed us that improving community and business partnerships would greatly enhance learning experiences for our students.
- Social-Emotional Learning- Our students, parents, teachers, and counselors have all given us feedback on the need for social-emotional learning. With many devastating events occurring at schools across our nation, we have discussed with our various stakeholders the need for proactive measures to support students' safety and social-emotional health. Collaboration with our Safety Committee, Board of Education, and district leadership led us to research social-emotional curriculums so that we could implement a systemic Preschool-12th grade program to support mental health. We are fully implementing K-8 Second Step.

Part II

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

In order to engage all stakeholders in a continuous improvement process, we will employ the following strategies, councils, and committees:

- SBDM Council-Teachers and parents are selected by vote of their peers and receive training on their role. The council collaboratively determines meeting times once per month. We continually discuss improvements and action steps, gathering feedback from members throughout the year to monitor for effectiveness.

- Student Advisory-Students from each grade were selected to this council by vote of their peers. We meet monthly during their lunch time to accommodate their class schedule. They can come at any time to offer suggestions, but this allows a forum to meet formally once per month to address needs from the student perspective and assess the effectiveness of implemented initiatives.
- Curriculum and Instruction Committee-This committee is comprised of teacher Chairs selected by the Principal as well as a representative from the Counseling Department and the Library/Media Specialist. They meet monthly after school on the 3rd Wednesday of the month to accommodate everyone's schedule. They work as a leadership team to continually assess needs and work on solutions for improvement.
- District Parent Advisory Committee: Since we are a small district with Preschool-12th grade on one campus, we have a district parent advisory committee to glean feedback on the whole system and keep them updated on current programs, events, and efforts. This is open for any parent to join and is organized by the superintendent. They meet monthly in the evenings to accommodate work schedules. Parents, principals, or the superintendent can add items to the agenda. Suggestions from this committee are then taken to District Cabinet so that we can address them.
- Professional Learning Communities (PLC's): This year we are implementing PLC's to not only support our teachers in continuous professional growth but also to work collaboratively for school improvement. These occur once per month after school. Agenda items will be determined by leadership in conjunction with input from the teachers. As needs arise from stakeholder feedback, we can address these growth areas through PLC's.
- Work Sessions (Grade Level, Middle Grades, and All Faculty): Work Sessions are imperative to address improvement areas as well as gather feedback from staff. We will do this through monthly meetings with separate departments as well as a monthly meeting with the entire faculty. Departments work together to determine their monthly meeting time that works for everyone. Faculty Work Sessions are always the last Wednesday of every month after school. We will have a work session with teachers of middle grades quarterly to provide time for vertical alignment between 6th through 8th grades.
- Education Foundation: This is a group of alumni and Beechwood Schools supporters that raises funds to specifically support student academic achievement and growth. Any alumnus can sign up to be a member and Board members are selected by election. They meet two times per year (fall and spring) at a mutually agreed upon time. They provide the superintendent and principals with input and fiscal support for improvement initiatives.
- Seminar Business Partnerships: Last year we implemented our Seminar(5th-8th) course for the first time. We had some excellent business partners to work with the students on problem solving and skills that will equip them for success in college, career, and life. After discussions with these business partners and input from students, parents, and teachers using several of the input tools listed above, we learned that this is an incredibly valuable experience. We need

to capitalize on and develop these community and business partnerships to provide our students with enriching experiences. We will be working with additional businesses and at a deeper level with Seminar 2.0 and the IDEA Lab this year.

- **District Cabinet Planning:** As a small, unique independent district, Preschool through 12th grade collaboration and alignment is crucial so that we are all moving in the same direction and working towards the same vision. Our district leadership, elementary, and high school principals meet biweekly to discuss areas of growth and to work together to continuously improve. We are constantly using this time to re-evaluate and align our goals and actions towards those goals.
- **Surveys (Staff, Student, & Parent):** This year we will continue to use staff, student, and parent surveys to gather input. We send out Google Forms and Survey Monkey as needed for input but will also ensure that we formerly survey these stakeholder groups at least once per year. We will send out the survey to students through Google Classroom, to staff through a Faculty Work Session or PLC meeting, and to parents through Infinite Campus and the Beechwood App.
- **Beechwood App:** With the notification function of the app as well as the ability to poll, we can use the app at any time to solicit input from stakeholders. This is an excellent communication tool with us already having 1,000 high school users. As a new communication tool this year, it will also be imperative that we gather feedback on what is working well with the app as well as what could be improved. We will make this part of our parent survey.

Needs Assessment

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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol: Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

At Beechwood Elementary 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 Committee meets every year with data analysis one of their areas of focus. Meets are documented via agendas in our Google Team Drive. The committee analyzes data as it is released and makes recommendations for improvement, which are reported to the SBDM Council. The SBDM Council (Principal, 3 teachers, & 2 parents) 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 Team. Our District Staff (Cabinet) meets biweekly to review, analyze, and apply data results. Finally, we analyze data with all teachers through monthly Faculty Work Sessions, monthly Department Meetings, biannual Department Days, and PLC meetings. This year we added Professional Learning Community meetings with teachers from each planning period meeting twice per month to improve instructional practice. Data analysis and planning for improvements is a part of those PLC meetings.

Current State: Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Our Current Academic State:

- Based on the KSA 2022 assessment, the Elementary Reading % proficient and distinguished for all students is 73.8%.
- The Elementary Math % proficient and distinguished for all students is 70.6%.
- The 5th grade Social Studies % proficient and distinguished for all students is 69%.

- The 5th grade Writing % proficient and distinguished for all students is 84.6%.
- The 4th grade Science % proficient and distinguished for all students is 62.5%.

Non-Academic Current State:

- The number of behavior referrals is low and remains consistent from year to year.
- On the Organizational Health survey filled out by staff we had a 36.14 composite score with a score of 32 equating to all "agree" responses. This puts BES above the 90th percentile in the nation. Our biggest strength on this survey was autonomy and culture/cohesiveness and our main area of growth was communication of vision.

Priorities/Concerns: Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

The following data shows our priority areas of needed improvement:

- In every content area, we must work to show growth and maintain success. You can see the disparity above between our students on free/reduced lunch and students with disabilities compared to the entire population when looking at the percentage scoring proficient or distinguished. This continues to be a major focus area.

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

Academically, the data trends show us that growth from year to year, KSA writing scores, and reducing the disparity between the performance of our students on free/reduced lunch and students with disabilities compared to the entire population are all areas for improvement. We will be focusing on professional development for teachers, writing across the curriculum, science proficiency scores and intervening with students who are struggling. Behaviorally, we will be working on continually reviewing expectations, coaching teachers on classroom management, and being consistent with high expectations in every classroom. Our teacher surveys show us that our culture is improved. With a mixture of new and veteran staff, we need to work to continue to maintain a positive culture, show recognition, and challenge our teachers to continually grow. We will target communicating our vision through clearly defined goals in a three-year plan while empowering teacher leaders to make decisions, support teachers with time for collaboration and professional learning, and sustain an atmosphere of mutual trust and respect.

Potential Source of Problem: Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? See 6 improvement strategies.

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), and Strategy 6 (Establish a Learning Culture and Environment-for both staff and students).

Closing the Achievement Gap

Achievement Gap Group Identification: Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Gap Group	Number of Students	Percentage of Total Population
Free/Reduced Lunch	168	21.5%
Disability (IEP)	64	10.0%
LEP	34	8.1%
Minority	102	11%

Achievement Gap Analysis:

A. Describe the school's climate and culture as they relate to its gap population.

Previously, we had some structures and strategies in place to support our gap population, but implemented additional measures this year to personalize learning. We have seen a slight increase in the past several years of our gap population and need to meet all students' needs, including those in our gap population. Our largest gap group is our free/reduced lunch population. Our teachers are looking to better track these students' performance and learn strategies for differentiation and engagement. We have three special education teachers, two special education aides (one shared with the elementary school), and a behavior support staff member to collaborate with regular education teachers regarding instruction, assessment, accommodations, and modifications for our students with IEP's. We have an English Language teacher to support teachers with our LEP students. Our teachers are aware of the need for intervention for all of these gap populations since our data shows us that a gap does exist on all assessments. This is one of our major instructional goals for the year.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Please see the work steps below for specific data on gaps that have shown improvement and gaps that have lacked progression. With our small minority and LEP numbers, for these purposes, we will look at the gap group as a whole. We frequently do not have at least 10 students in a subgroup to have data on that group. We do, however, see a trend of a large gap with free/reduced lunch students and a more significant gap for students with disabilities. Gaps that improved over the last two years include: Middle School Math and Social Studies as well as High School Reading and Math. Gaps that have not improved over the last two years include: Science, Math and Social Studies.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

- Elementary School EL students have increased performance in reading and Math.
- Elementary School IEP students have shown improvement in Math and Writing.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

- Elementary School Reading/Math/ Writing have stayed steady.
- Elementary has grown significantly in Gap groups, reducing it almost entirely until this year.
- Elementary showed a good increase in Science for 4th grade and high Writing scores.

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

As this is one of our major instructional goals for the year, this will continue to be something that we work on with our committees, departments, and PLC's throughout the year. For professional development, we have sent teachers to other schools and outside professional development such as the SREB trainings to support our intervention classes. We are meeting with these teachers monthly for professional learning and support. We will work with our Curriculum Director and Special Education Director to have professional development on closing the achievement gap through faculty work sessions, PD days, department days, and PLC meetings. In collaboration with other high-performing high schools, we have been in discussions on strategies and structures to better meet these students' needs. To follow-up with that, we will send teams of teachers to these schools to observe and learn from their teachers. Working with the gap population will be one of the focuses of these visits. For extended school services, we have tutoring with highly qualified teachers, as needed. These teachers are focused on closing the achievement gap and implementing intervention strategies rather than just a traditional "homework help." We also have NHS students who help with extended school services. Finally, our Special Education Department has been meeting with the regular education teachers that they collaborate with once per quarter to work and learn together.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Our schedule has not always allowed for intervention/remediation classes. Limited classes due to our small size, we have traditionally only had intervention for RtI, EL and IEP students. This year our move to a seven period day (6th grade) opened up many opportunities. One of these opportunities is intervention classes (English/Math Lab classes) at every grade. We also have 2 resource classes per day in addition to our collaborative model. We also have a need for professional development with our gap students. Teachers need to be equipped with strategies, best practices, and resources to close these gaps. We also need to work with our Student Intervention Team (SIT),

collaborative team, and EL support to better assess, identify needs, implement interventions, and track progress.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

At Beechwood Elementary 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 Committee (Principal, Assistant Principal, Counselor, Department Chairs, & Library/Media Specialist) meet every month and meetings are documented via agendas in our Google Team Drive. The team analyzes data as it is released and makes recommendations for improvement which are then reported to the SBDM Council. The SBDM Council (Principal, 4 teachers, & 3 parents) 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 Team. We also work biweekly with our District Staff to review, analyze, and apply data results. We meet bimonthly with our planning period PLC's where we analyze data and engage in professional learning to work towards our instructional goals. In all data that we disaggregate and analyze, there are achievement gaps. This is going to be a major part of our instructional work.

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

- By 2024, the elementary school will increase the percentage of free/reduced lunch students scoring proficient/distinguished on reading from 58 to 65.
- By 2024, the middle school will increase the percentage of students with disabilities scoring proficient/distinguished on reading from 20.0 to 30.0.
- By 2024, the elementary school will increase the percentage of free/reduced lunch students scoring proficient/distinguished on math from 46 to 50.
- By 2024, the middle school will increase the percentage of students with disabilities scoring proficient/distinguished on math from 20 to 25.
- By 2024, the middle school will increase the percentage of free/reduced lunch students scoring proficient/distinguished on reading from 57.6 to 60.
- By 2024, the middle school will increase the percentage of students with disabilities scoring proficient/distinguished on reading from 20.0 to 30.0.

- By 2024, the middle school will increase the percentage of free/reduced lunch students scoring proficient/distinguished on math from 42.4 to 48.
- By 2024, the middle school will increase the percentage of students with disabilities scoring proficient/distinguished on math from 13.3 to 20.

Comprehensive Improvement Plan for School

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: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, 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**

<p>Goal 1: By 2024, the elementary school will increase the combined (reading and math) percentage of proficient/distinguished students from 72.5 to 80.5. The percentage of proficient/distinguished for science and social studies.</p>				
<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Identify the timeline for responsible for ensuring necessary funding to execute</p>
Objective	Strategy	Activities to deploy strategy	Measure of Success	
<p>Objective 1: The Elementary school will increase the percentage of students scoring proficient or distinguished in reading.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze, & Apply Data</p>	<p>Grade Level Days-Teachers will have Grade Level Days each year to engage in professional learning and collaboration to improve reading and writing strategies, instruction, and assessment in all content areas. We will also work on vertical alignment so that students have a complete, coherent, and intentional experience.</p>	KSA Reading Scores	
		<p>Assessment Literacy Work-Teachers will engage in an assessment literacy review to improve how we are assessing students and collecting data to inform instruction. We will start revising common assessments that are aligned to standards, course goals, and skill acquisition. We will then move on to unit assessments and vertical alignment. Ultimately, we will work towards continually using quality formative assessments so that we know exactly where each of our students are and how to grow each of them.</p>	KSA Reading Scores Mid-term & Final Scores	
		<p>Text Complexity Work-Over the next two years, we will work with teachers on understanding and increasing text complexity as well as task complexity in all content areas. Students should be reading and writing in all courses. We will also work on vertical alignment so that students have a complete, coherent, and intentional experience. Finally, we will work to define the texts that each student should read before leaving Beechwood.</p>	KSA Reading Scores	

		Differentiation Work -Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population.	KSA Reading Scores
		Curriculum & Instruction Committee -This committee will work to regularly review processes, programs, and structures 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.	KSA Reading Scores STAR Reading Scores
		One-to-One Implementation -Even though we already have implemented the one-to-one initiative this year, we will need to continue professional learning to improve implementation. We will work towards technology being used more effectively as a tool to meet the needs of every student, promote student growth, efficiently collaborate, assess, and analyze data.	KSA Reading Scores
		Student Intervention Team (SIT) -Our SIT will work through a formalized process to take referrals on individual students who are struggling, review data, and implement an intervention and progress monitoring plan designed specifically for that student. Progress will be reviewed in 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. The team will be comprised of administrator(s), counselor(s), school psychologist, and pertinent teachers.	KSA Reading Scores
Objective 2: In both the middle school and high school, we will increase the percentage of students scoring proficient or distinguished in math.	KCWP 1: Design and Deploy Standards	Department Days -Teachers will have Department Days twice per year to engage in professional learning and collaboration to improve math strategies, instruction, and assessment. We will also work on vertical alignment so that students have a complete, coherent, and intentional experience.	KSA Math Scores
	KCWP 2: Design and Deliver Instruction	Assessment Literacy Work -Teachers will engage in an assessment literacy review to improve how we are assessing students and collecting data to inform instruction. We will start will revising midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to unit assessments and vertical alignment. Ultimately, we will work towards continually using quality formative assessments so that we know exactly where each of our students are and how to grow each of them.	KSA Math Scores Mid-term & Final Scores
	KCWP 3: Design & Deliver Assessment Literacy		
	KCWP 4: Review, Analyze, & Apply Data	Differentiation Work -Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population.	KSA Math Scores
		Curriculum & Instruction Committee -This committee will work to regularly review processes, programs, and structures to ensure that they	KSA Math Scores STAR Math Scores

		support continuous improvement. Data-driven suggestions will be made by this committee to support a rigorous curriculum and high-quality instruction.	
		One-to-One Implementation -Even though we already have implemented the one-to-one initiative this year, we will need to continue professional learning to improve implementation. We will work towards technology being used more effectively as a tool to meet the needs of every student, promote student growth, efficiently collaborate, assess, and analyze data.	KSA Math Scores
		Student Intervention Team (SIT) -Our SIT will work through a formalized process to take referrals on individual students who are struggling, review data, and implement an intervention and progress monitoring plan designed specifically for that student. Progress will be reviewed in 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. The team will be comprised of administrator(s), counselor(s), school psychologist, and pertinent teachers.	KSA Math Scores

2: Gap

State your **Gap Goal**

Goal 2: By 2024, the elementary school will increase combined (reading and math) percentage of proficient/distinguished students in the non-dupl		
<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Identify the timeline for responsible for ensuring necessary funding to exe</p>

Objective	Strategy	Activities to deploy strategy	Measure of Success
<p>Objective 1: The elementary school will increase the percentage of students in the non-duplicated gap group scoring proficient or distinguished in reading.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Student Intervention Team (SIT)-Our SIT will work through a formalized process to take referrals on individual students who are struggling, review data, and implement an intervention and progress monitoring plan designed specifically for that student. Progress will be reviewed in 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. The team will be comprised of administrator(s), counselor(s), school psychologist, and pertinent teachers.</p>	<p>KSA Reading Scores</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Data & Assessment Committee-The committee will meet regularly to disaggregate and analyze data. We will examine how we are assessing, evaluate data of different populations, discuss trends, and make recommendations for improvement based on the data.</p>	<p>KSA Reading Scores</p>
	<p>KCWP 3: Design & Deliver Assessment Literacy</p>	<p>Special Education Department Days and One-on-Ones-The Special Education team will have a half day each month to engage in professional learning and collaboration to improve reading strategies, instruction, and assessment. Each teacher will also have a one-on-one each month to work on individual professional learning and improvement work for their caseloads. For both of these opportunities, they will work with our Special Education Director.</p>	<p>KSA Reading Scores STAR Reading</p>
	<p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>Differentiation Work-Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population.</p>	<p>KSA Reading Scores</p>
	<p>Schedule Analysis-Our leadership team, Curriculum & Instruction Committee, and SBDM Council will engage in a schedule analysis to ensure that our course offerings, pathways, and master schedule optimize experiences for all students, including time/opportunities for remediation and extension.</p>	<p>KSA Reading Scores</p>	
	<p>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.</p>	<p>KSA Reading Scores Behavior Data Attendance Data</p>	
	<p>One-to-One Implementation-Even though we already have implemented the one-to-one initiative this year, we will need to continue professional learning to improve implementation. We will work towards technology being used more effectively as a tool to meet the needs of every student, promote student growth, efficiently collaborate, assess, and analyze data.</p>	<p>KSA Reading Scores</p>	

3: Graduation rate

State your **Graduation Rate** Goal-High School Only

4: Growth

State your **Growth** Goal-Middle School Only

Goal 4: By 2024, the middle school will increase their combined reading and math Student Growth Percentile from 51.2 to 60.				
<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Identify the timeline for responsible for ensuring necessary funding to exe</p>
Objective	Strategy	Activities to deploy strategy	Measure of Success	
Objective 1: In the middle school, we will increase the reading student growth percentile.	KCWP 2: Design and Deliver Instruction	Student Intervention Team (SIT) -Our SIT will work through a formalized process to take referrals on individual students who are struggling, review data, and implement an intervention and progress monitoring plan designed specifically for that student. Progress will be	KSA Reading SGP STAR Reading SGP	

	KCWP 4: Review, Analyze, and Apply Data	reviewed in 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. The team will be comprised of administrator(s), counselor(s), school psychologist, and pertinent teachers.	
	KCWP 5: Design, Align, and Deliver Support	Data & Assessment Committee -The committee will meet regularly to disaggregate and analyze data. We will examine how we are assessing, evaluate data of different populations, discuss trends, and make recommendations for improvement based on the data.	KSA Reading SGP STAR Reading SGP
		Schedule Analysis -Our leadership team, Curriculum & Instruction Committee, and SBDM Council will engage in a schedule analysis to ensure that our course offerings, pathways, and master schedule optimize opportunities for all students.	KSA Reading SGP STAR Reading SGP
		Differentiation Work -Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population.	KSA Reading SGP STAR Reading SGP
		One-to-One Implementation -Even though we already have implemented the one-to-one initiative this year, we will need to continue professional learning to improve implementation. We will work towards technology being used more effectively as a tool to meet the needs of every student, promote student growth, efficiently collaborate, assess, and analyze data.	KSA Reading SGP STAR Reading SGP
Objective 2: In the elementary school, we will increase the math student growth percentile.	KCWP 2: Design and Deliver Instruction	Student Intervention Team (SIT) -Our SIT will work through a formalized process to take referrals on individual students who are struggling, review data, and implement an intervention and progress monitoring plan designed specifically for that student. Progress will be reviewed in 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. The team will be comprised of administrator(s), counselor(s), school psychologist, and pertinent teachers.	KSA Math SGP STAR Math SGP
	KCWP 4: Review, Analyze, and Apply Data		
	KCWP 5: Design, Align, and Deliver Support	Data & Assessment Committee -The committee will meet regularly to disaggregate and analyze data. We will examine how we are assessing, evaluate data of different populations, discuss trends, and make recommendations for improvement based on the data.	KSA Math SGP STAR Math SGP
		Schedule Analysis -Our leadership team, Curriculum & Instruction Committee, and SBDM Council will engage in a schedule analysis to ensure that our course offerings, pathways, and master schedule optimize opportunities for all students.	KSA Math SGP STAR Math SGP
		Differentiation Work -Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population.	KSA Math SGP STAR Math SGP

		<p>One-to-One Implementation-Even though we already have implemented the one-to-one initiative this year, we will need to continue professional learning to improve implementation. We will work towards technology being used more effectively as a tool to meet the needs of every student, promote student growth, efficiently collaborate, assess, and analyze data.</p>	<p>KSA Math SGP STAR Math SGP</p>
--	--	---	---------------------------------------

5: Transition readiness

State your **Transition Readiness Goal**

<p>Goal 5: By 2023-24, the elementary school will increase the percentage of students in math, reading and science for 4th grade and writing and social studies</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> ● 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> ● 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 	<p>Identify the timeline for responsible for ensuring necessary funding to exe</p>

Objective	Strategy	Activities to deploy strategy	Measure of Success
<p>Objective 1: We will increase the students' attainment of the necessary knowledge, skills, and dispositions to successfully transition to the next level of their education career.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>School-wide Enrichment – We will have cluster groupings in each grade level to further individualize and differentiate a students' experience. This will be monitored and assessed through grade level (weekly)and faculty meetings (monthly).</p>	<p>STAR, Common Assessments</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Student Intervention Team (SIT)-Our SIT will work through a formalized process to take referrals on individual students who are struggling, review data, and implement an intervention (CCR courses, Read180, APEX, etc.) and progress monitoring plan designed specifically for that student. Progress will be reviewed in 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. The team will be comprised of administrator(s), counselor(s), school psychologist, and pertinent teachers.</p>	<p>KSA Scores Transition Ready Percentage</p>
	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Culture & Climate Committee- The committee will regularly meet to work on improving the learning and leadership culture at Beechwood, including motivation and recognition. Implementation and communication of The Beechwood Way to see those statements put into action will be a large part of this work.</p>	<p>Transition Ready Percentage</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Transition Ready Communication-We will educate parents, students, and teachers on transition readiness requirements. We will communicate this through our e-newsletter to parents, in classes with students, and in faculty work sessions with teachers.</p>	<p>Transition Ready Percentage</p>
	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p></p>	<p>Transition Ready Percentage</p>
<p>Objective 2: We will increase the effective communication to stakeholders regarding transition readiness.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Grade Level Days-Teachers will have Department Days to engage in professional learning and collaboration. Part of this will be understanding transition readiness and working on vertical alignment so that students have a complete, coherent, and intentional experience.</p>	<p>Transition Ready Percentage</p>
	<p></p>	<p>Seminar – Students will go through a 4 year project/performance based curriculum to develop the 21st century skills necessary to compete on the post-secondary level. This will take place in 5th – 8th grade.</p>	<p>Transition Ready Percentage</p>
	<p></p>	<p></p>	<p></p>

School Safety Report

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

If the answer is “no,” please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

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 below.

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 below.

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 below.

Yes.

5. Was the school's emergency plan reviewed at 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)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes. After several meetings with school and district admin as well as the Safety Committee, the Beechwood Elementary School SBDM Council approved July 11th, 2018.

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

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes. Conducted this discussion and training with all staff on August 14th, 2018.

7. During the first 30 instructional days of the current 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(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes.

8. During the month of January during the prior 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(4)?

If the answer is “no,” please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

N/A. We are grades P-6th.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

N/A.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

N/A.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

Yes.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

N/A.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

Yes, we coordinate these activities and services for students with IEPs, 504s, EL students, and students needing intervention.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

Yes.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

N/A.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

N/A. All of our teachers are highly qualified.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

N/A.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

Yes.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only. **Yes.**