

Beechwood Elementary School

CSIP

2024-2025



Beechwood

E L E M E N T A R Y

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Fort Mitchell, KY 41017

Approved by the SBDM Council 2024

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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 780 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 1550 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., IMPACT, 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 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 Class Dojo.

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, 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. 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 2023 assessment, the Elementary Reading % proficient and distinguished for all students is 61%.
- The Elementary Math % proficient and distinguished for all students is 65%.
- The 5th grade Social Studies % proficient and distinguished for all students is 69%.
- The 5th grade Writing % proficient and distinguished for all students is 78%.
- The 4th grade Science % proficient and distinguished for all students is 69%.

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	98	13.1%
Disability (IEP)	81	10.8%
LEP	37	4.9%
Minority	110	14.7%

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 two 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 IEPs. 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.

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: State Assessment Results in Reading & Math

State your state assessment results in Reading and Math goal.

Red - 2023 KSA decreased from 2022. Behind working towards our goal.

Orange - 2023 KSA on track/in-progress towards our goal.

Green - 2023 KSA surpassed the 2025 goal.

Goal 1A: By 2025, the elementary school will increase the percentage of proficient/distinguished reading students from 61% to 66%.

Goal 1B: By 2025, the elementary school will increase the percentage of proficient/distinguished math students from 65% to 70%.

Goal 1C: By 2025, the middle school (sixth grade) will increase the percentage of proficient/distinguished reading students from 69% to 73%.

Goal 1D: By 2025, the middle school (sixth grade) will increase the percentage of proficient/distinguished math students from 67% to 72%.

<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 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.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: At the elementary, middle, and high school levels,, we will increase the percentage of students scoring proficient or distinguished in reading and math.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>Department Days and Work Sessions</p> <p>– 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 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.</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2024 Results September 2024</p>	<p>\$2,000 for substitutes</p>
		<p>Grade Level Days- Teachers will have Grade Level Days each year to engage</p>	<p>Kentucky Summative</p>	<p>May 2024</p>	<p>\$2,000 for substitutes</p>

		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.	Assessment Scores	Results September 2024	
		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 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
		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,	Kentucky Summative Assessment Scores	May 2024 Results September 2024	\$0

		sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time.			
		<p>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 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.</p>	Data Sheet Incremental assessment scores	Assessment calendar throughout the year	\$0 – District paying for data warehouse
		<p>Scope and Sequence/Curriculum Map Work - We will work in grade levels and vertically in departments to refine our scope and sequence for literacy and math at each grade level as well as review end of course/end of grade expectations at each level. We will also work to develop or refine common assessments at each grade level and being able to use that data to inform instruction.</p>	Kentucky Summative Assessment Scores	May 2024 Results September 2024	\$0

	<p>Text Complexity Work- Over the next three 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>	Kentucky Summative Assessment Scores	May 2024 Results September 2024	\$0
	<p>Differentiation Work- Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population.</p>	Kentucky Summative Assessment Scores	May 2024 Results September 2024	\$0
	<p>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</p>	All Assessment Scores	Throughout the year	\$0

		<p>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.</p>			
		<p>Curriculum & Instruction Committee/Curriculum Leadership Committees-Each school’s 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.</p>	<p>Kentucky Summative Assessment Scores MAP scores AP scores Stanford 10 scores</p>	<p>May 2024 Results September 2024</p>	<p>*TBD depending on committee recommendations</p>
		<p>Middle Grades Work Sessions-We will have a half day for 5th - 9th grade teachers as well as department chairs in departments to work together on end of grade level expectations, curriculum alignment, strategies, and professional learning.</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2024 Results September 2024</p>	<p>\$0</p>

		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	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 4: Review, Analyze, & Apply Data				
	KCWP 5: Design, Align, & Deliver Support	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 practices with AP teachers from other schools.	AP Exam Results	May 2024 Results July 2024	\$3000
	KCWP 6: Establishing Learning Culture & Environment				

		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	\$5000

2: State Assessment Results in Science, Social Studies, & Writing

State your state assessment results in Science, Social Studies, and Writing goal.

Red - 2023 KSA decreased from 2022. Behind working towards our goal.

Orange - 2023 KSA on track/in-progress towards our goal.

Green - 2023 KSA surpassed the 2025 goal.

Goal 2A: By 2025, the elementary school will increase the percentage of proficient/distinguished science students from 69% to 73%.

Goal 2B: By 2025, the elementary school will increase the percentage of proficient/distinguished social studies students from 68% to 71%.

Goal 2C: By 2025, the elementary school will increase the percentage of proficient/distinguished combined writing students from 77% to 82%.

<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 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.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The elementary, middle, and high school levels will increase the percentage of students	KCWP 1: Design and Deploy Standards	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	Kentucky Summative Assessment Scores	May 2024 Results September 2024	\$2,000 for substitutes

<p>scoring proficient and distinguished on science, social studies, and writing.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>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 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.</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>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2024 Results September 2024</p>	<p>\$2,000 for substitutes</p>

		<p>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 indirectly impact student achievement and growth.</p>	Data Sheet & Student EDGE Experiences	Throughout the year	\$2000 for substitutes for site visits Assessments are paid for by the district
		<p>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.</p>	Kentucky Summative Assessment Scores	May 2024 Results September 2024	\$0
		<p>Assessment Literacy Work/Incremental</p>	Data Sheet	Assessment calendar	\$0 – District paying for data warehouse

		<p>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 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.</p>	Incremental assessment scores	throughout the year	
		<p>Differentiation Work- Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population.</p>	Kentucky Summative Assessment Scores	May 2024 Results September 2024	\$0
		<p>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</p>	All Assessment Scores	Throughout the year	\$0

		<p>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 businesses and universities will benefit all content areas.</p>			
		<p>Curriculum & Instruction/Curriculum Leadership Committees-Each school’s 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.</p>	<p>Kentucky Summative Assessment Scores MAP scores AP scores Stanford 10 scores</p>	<p>May 2024 Results September 2024</p>	<p>*TBD depending on committee recommendations</p>
		<p>Explicit Writing Professional Development- We will work with</p>	<p>Kentucky Summative</p>	<p>May 2024</p>	<p>\$1000 for PD</p>

		<p>teachers on improving writing across the curriculum. Through PLC meetings, Department Days, department 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, the English department is working on a writing and research continuum as well as examining student work. They are also collaborating with the social studies department on guaranteed writing experiences and calibrating scoring, rubrics, and strategies used with students.</p>	Assessment Scores	Results September 2024	
		<p>Middle Grades Work Sessions-We will have a half day for 5th - 9th grade teachers as well as department chairs in departments to work together on end of grade level expectations, curriculum alignment, strategies, and professional learning.</p>	Kentucky Summative Assessment Scores	May 2024 Results September 2024	\$0
		<p>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</p>	Kentucky Summative Assessment Scores	May 2024 Results September 2024 Progress monitoring data on individual students	\$0

		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	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 4: Review, Analyze, & Apply Data	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 practices with AP teachers from other schools.	AP Exam Results	May 2024 Results July 2024	\$3000
	KCWP 5: Design, Align, & Deliver Support	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
	KCWP 6: Establishing Learning Culture & Environment	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	\$5000
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3: English Learner Progress

*** Beechwood Independent Schools 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. Our goal is for all students in increase their ACCESS scores from one year to the next.

<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 	<p>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.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none"> • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective 1: The elementary, middle, and high school levels will increase the percentage of students with scores improving on the ACCESS test.	KCWP 1: Design and Deploy Standards	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. This will occur throughout the year in PLCs, team meetings, PD Days, etc.	ACCESS Assessment Scores	January 2024 Results September 2024	\$0
	KCWP 2: Design and Deliver Instruction	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	\$8000
	KCWP 3: Design & Deliver Assessment Literacy	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	ACCESS Assessment Scores	January 2024 Results September 2024	\$0
	KCWP 4: Review, Analyze, & Apply Data				

		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
		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

4: Quality of School Climate and Safety

Red - 2023 KSA decreased from 2022. Behind working towards our goal.

Orange - 2023 KSA on track/in-progress towards our goal.

Green - 2023 KSA surpassed the 2025 goal.

<p>Goal 4A: By 2025, the elementary school will increase the Quality of School Climate and Safety Survey from 74.4 to 82 (reach very high status for elementary school). In 2023 - 84.1</p> <p>Goal 4B: By 2025, the middle school will increase the Quality of School Climate and Safety Survey from 73.2 to 75 (reach very high status for middle school). In 2023 - 68</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 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.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

<p>Objective 1: The elementary, middle, and high school levels will increase the Quality of School Climate and Safety scores.</p>	<p>KCWP 1: Design and Deploy Standards</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 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.</p>	<p>QSCS Survey Results</p>	<p>May 2024 Results September 2024</p>	<p>\$500</p>
	<p>KCWP 2: Design and Deliver Instruction</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>QSCS Survey Results</p>	<p>May 2024 Results September 2024</p>	<p>\$0</p>
	<p>KCWP 3: Design & Deliver Assessment Literacy</p>	<p>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.</p>	<p>QSCS Survey Results</p>	<p>May 2024 Results September 2024</p>	<p>\$0</p>
	<p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>Safety Committee- Our district safety committee is comprised of emergency responders, district staff, school administrators, teachers, counselors, and the school psychologist to</p>	<p>QSCS Survey Results</p>	<p>May 2024 Results September 2024</p>	<p>\$0</p>

		continually review student safety. We need to also communicate safety improvements and work to 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 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	QSCS Survey Results	May 2024 Results September 2024	\$2000 for substitutes

		used to make improvements in culture and wellness.			
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5: Gap

State your Gap Goal

*** Beechwood Independent Schools 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.

<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 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.</p>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

<p>Objective 1: The elementary, middle, and high school levels will increase the percentage of free/reduced lunch students scoring proficient/distinguished.</p> <p>Objective 2: The elementary, middle, and high school levels will increase the percentage of students with disabilities scoring proficient/distinguished.</p> <p>Objective 3: The elementary, middle, and high school levels will increase the percentage of EL students scoring proficient/distinguished.</p>	KCWP 1: Design and Deploy Standards	<p>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.</p>	Kentucky Summative Assessment Scores	May 2025 Results September 2025 Progress monitoring data on individual students	\$0
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design & Deliver Assessment Literacy	<p>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.</p>	Kentucky Summative Assessment Scores	May 2025 Results September 2025	\$0
	KCWP 4: Review, Analyze, & Apply Data	<p>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 IEPs, goals, and supporting students through specially designed instruction. They will set goals specifically aligned to MAP, CERT, and KSA.</p>	Kentucky Summative Assessment Scores MAP scores CERT scores Stanford 10 scores	May 2025 Results September 2025	\$1000 for substitutes
		<p>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</p>	Kentucky Summative Assessment Scores	May 2025 Results September 2025	\$0

	period in the day to work on executive functioning skills, organization, task completion, touching base on missing assignments, and building study habits.			
	Differentiation Work- Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population.	Kentucky Summative Assessment Scores	May 2025 Results September 2025	\$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 student’s need, and communicate with the family.	Kentucky Summative Assessment Scores Behavior Data Attendance Data	May 2025 Results September 2025	\$0
	Tutoring- We have a tutoring program for elementary, middle, high school students several 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 2025 Results September 2025	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 2025 Results September 2025	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 success. This year, we have added data review meetings to review students’ progress and make changes to	Kentucky Summative Assessment Scores	May 2025 Results September 2025	\$0

		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 2025 Results September 2025	\$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 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.	All Assessment Scores	Throughout the year	\$0

		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 2025 Results September 2025	\$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 2025 Results September 2025	\$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 (intervention) classes to work with our EL students during this intervention/support time.	ACCESS Assessment Scores	January 2025 Results September 2025	\$0

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.**