



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09072025_14:45

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Beechgrove Elementary School
Kristie Cahill
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

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The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three-to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.
Kristie Cahill, 09/07/2025



2025-2026 Phase One: Executive Summary for Schools_09072025_14:50

2025-2026 Phase One: Executive Summary for Schools

Beechgrove Elementary School
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2025-2026 Phase One: Executive Summary for Schools

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?

Beechgrove Elementary is located in Independence, Kentucky, servicing approximately 660 students in preschool through fifth grades. Beechgrove serves a diverse population of students across socio-economic, racial, and ethnic backgrounds. With over 50% of the school's population receiving free and reduced lunch benefits, Beechgrove qualifies as a school wide Title 1 school. Due to the high percentage of students on free/reduced lunch (62%), Beechgrove has been identified as a CEP school and we are able to provide free breakfast and lunch to all students everyday. Our Family Resource Center provides support in a variety of ways to our Beechgrove families. Food bags, clothing, holiday assistance, and many other resources are provided to those families who need it through our FRYSC. All of our teachers are highly qualified. Our dedicated and experienced staff works as a Professional Learning Community to motivate and challenge students at high levels. Our teaching team includes general education teachers, special area teachers (Physical Education, Art, Music, Project Lead the Way, and Media Specialist), special education teachers, EL (English Language Learners) teachers, Gifted and Talented Educational teachers, reading intervention teachers, instructional assistants, school counselor, an assistant principal and principal. We strive to create learning environments in classrooms to promote 21st century learning that support students academically and socially. Working as a team with families, community members, educators and students Beechgrove provides quality educational opportunities for all of our students.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The school SBDM committee is made up of the principal, four teachers, and three parents including a minority parent representative. The SBDM committee provides input in the creation of the district School Action Plan, SBDM Budget, and any policies in need of revision. Updates and feedback are provided at monthly regular meetings. The School Action Plan identifies key areas in academics and behavior that school leadership and stakeholders have identified as the highest priority for improvement. The School Action Plan is updated monthly with supporting data and action steps towards progress of goals. The School Action Plan is accessible at all times to stakeholders and routinely referenced throughout the month during staff or committee meetings. Additionally, the team leads of each grade level, special areas, and special education meet bi-weekly to address needs in real time. The information from those meetings is shared with the remaining teachers through a systematic process and other stakeholders remain informed through the staff

weekly memo. Our Core MTSS Committee consisting of the principal, Title 1 reading interventionist, math interventionist, school psychologist, school counselor, and special education representative meet weekly to discuss student progress and program needs. The Core MTSS Committee notifies both teachers and parents when a student is entered into intervention and regular progress updates.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our mission at Beechgrove Elementary, which was developed by the faculty, staff, parents and community partners in 2004 and later revised in 2020, is to prepare lifelong learners who are productive, responsible citizens in our society. All children have an equitable education in a safe, positive learning environment that focuses on rigorous instruction and relationship building. Beechgrove is a Positive Behavior Intervention Support school. Staff uses a positive and proactive approach with classroom management ensuring that all students are intentionally taught the school wide expectations of being safe, respectful and responsible and being learners. Differentiation of curriculum occurs in order for the learning needs of all students to be met. The school implements a Multi-Tiered System of Supports to meet the needs of all students, starting with Tier 1 in the classroom. Tier 2 and Tier 3 interventions are implemented for students who need additional support. Teachers implement research based programs and strategies that are determined based on student need and analysis of assessment data. The school receives Title I funding to help support students that are not achieving grade level standards. Teachers are analyzing data and making informed decisions about next steps in instruction on a regular basis. Students have the opportunity to connect to others through extra curricular activities outside of the school day including: Art Club, STLP, Running Club, Basketball, Choir, Student Council, and E-Wise. Gifted and Talented Services include our Primary Talent Pool for children in Kindergarten through 3rd grade. These students receive enrichment opportunities in the general education classroom. Students in 4th and 5th grades receive enrichment activities in the general education class as well as have opportunities for differentiation in instruction through the Prep/Prep Plus program. Beechgrove is well-connected to the community and receives support through volunteering and donations from community business partners, PTA, and others.

Notable Achievements

Describe the school's notable achievements in the last three years.

KSA data from 2022–23, 2023–24, and 2024–25 indicates encouraging growth in Writing. All students demonstrated a +12% increase in P/D, rising from 19% in 2022–23 to 31% in 2024–25. Reading has also shown progress, with a +2% increase from 46% P/D in 2022–23 to 48% in 2024–25.

The EL student group demonstrated commendable growth, with Access scores reflecting a +9% increase in students exiting services between the 2023–24 and 2024–25 school years. This highlights the effectiveness of targeted supports and the importance of maintaining focus on this subgroup.

Behavior and SEL supports reflect meaningful improvement. Behavior referrals declined over three years, from 396 in 2022–23 to 389 in 2023–24, and further to 298 in 2024–25. The implementation of Second Steps and Choose Love as Tier 1 SEL curricula addressed the growing social-emotional needs of students, while the 2024–25 reboot of PBIS strengthened staff capacity, provided tangible student incentives, and expanded restorative practices. Students are recognized daily for positive behavior and participate in monthly celebrations that honor both academic and behavioral achievements.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Despite progress in Writing and Reading, overall Reading performance of 48% P/D remains below the established school goal of 60% P/D, and Social Studies and Math continue to demonstrate minimal advancement. Social Studies scores have not recovered since a significant decline in 22-23 from 51% P/D to 34% P/D where they have remained stagnant at 38% P/D for the last two years. Math scores were trending upward from 21-22 at 41% PD to 46% PD in 23-24, but declined to 42% P/D in 24-25. These areas require targeted instructional improvement to accelerate growth.

While EL progress is notable, achievement gaps persist between all students and SWD in all areas: Math (-30%), Reading (-38%), Writing (-31%), SS (-27%). This emphasizes the need to strengthen instruction in both collaborative and resource settings while ensuring consistency and rigor in Tier 1 instruction across all classrooms.

To accelerate student learning, the school must continue equipping staff with HQIRs and providing high-quality professional learning. Particular attention will be directed to Math through the implementation of a new HQIR that offers research-based lessons and vertical alignment. Strengthening Tier 1 and special education practices will remain a central focus.

Looking ahead, refining PBIS structures, deepening SEL integration, and closing achievement gaps in core content areas will remain priorities to ensure sustained improvement in student outcomes.

Additional Information

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

Beechgrove Elementary was selected to pilot the first Toyota Bornlearning® Academy to support kindergarten readiness and beyond. Due to the success of this program, United Way of Greater Cincinnati Success By 6 designated Beechgrove as the model site for the state. Additional schools across Kentucky are now working to implement the program with funding provided by Toyota. Beechgrove's Family Resource Center (FRC) collaborates with these schools to ensure fidelity of implementation. The Bornlearning® Academy consists of a series of family workshops, with topics selected based on identified trends and needs of families through surveys and by the school administration, school counselor, and FRC. Families learn how to prepare children for school by turning everyday moments into learning opportunities. Workshops are also offered to staff, with incentives for completion, in order to promote consistency between home and school.

Beechgrove is actively working toward becoming a certified Family-Friendly School and has established a Family Engagement Action Team to involve staff, parents, and community members in supporting students. This process is aligned with the school's Title I School and Parent Compact and Family Engagement Policy, strengthening efforts to build meaningful partnerships that contribute to student success.

Beechgrove has also invested significantly in building teacher capacity in literacy. Currently, nine staff members have completed the state-sponsored Lexia LETRS program, and nine additional staff members are completing their second year in Phase 3. By the end of the 2025–26 school year, Beechgrove will have 18 highly trained literacy staff members, significantly increasing the school's expertise in reading instruction.

In addition, Beechgrove was awarded a mini grant through the Reading Diagnostic and Intervention Fund. These funds are being used to provide HQIRs for Tier 2 and Tier 3 reading interventions, coupled with curriculum-based professional learning. The grant has expanded staff knowledge of reading instruction, increased the number of staff trained to deliver targeted interventions, and enhanced overall capacity to support struggling readers. These efforts are sustaining momentum in literacy and driving improvements in student achievement in Reading.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09072025_14:51

2025-2026 Phase One: School Safety Report

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2025-2026 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Yes, 07/17/25

8. 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)?

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

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

Yes, 08/07/25, 10:00 a.m.

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

No, we do not have an athletic department or season. The cardiac emergency response team is composed of school personnel and training by simulation is conducted.

11. 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(5) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

12. 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(5) and is documentation maintained on file in the school office?

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

No, we do not have an athletic department or season. The cardiac emergency response team is composed of school personnel and training by simulation is conducted.

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

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

Yes

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

No, we do not have students in grades 6 - 12.

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes



2025-2026 Phase Two: The Needs Assessment for Schools_09072025_14:52

2025-2026 Phase Two: The Needs Assessment for Schools

Beechgrove Elementary School

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

Data is reviewed and analyzed with a variety of stakeholders at Beechgrove Elementary and documented in the appropriate meeting agendas and minutes. During weekly PLC meetings, weekly assessment data and common assessment data is reviewed with teachers. The data is analyzed to determine next steps in instruction for students and identify where there are gaps in understanding of the standards. Other data sources that are analyzed include MAP Growth, MAP Fluency and KSA. As part of the analysis of common assessment data, teachers breakdown the percentage of proficient/distinguished for each standard measured on the assessment. For those students who have not yet mastered the standards, teachers

identify ways to spiral back and reteach content. Through collegial conversations, teachers are able to share instructional strategies and a plan of action for students.

When KSA data is released in the fall, the data is analyzed as a school and with specific grade levels. We used our September faculty meeting to look at the overall school trends and teachers were given time to review their students' scores from the tested year. During PLC time teachers were given the opportunity to look at their current individual student scores from KSA and triangulate this data with other classroom data sets to determine next steps in instruction for students and to set goals with students to promote growth and achievement. Individual KSA results will be sent home to parents when available with an explanation of the KSA test.

The MTSS team consists of principal, assistant principal, counselor, academic interventionists, SEB interventionist, Special Education Team Leader, and school psychologist. The MTSS team meets bi-weekly to discuss students receiving Tier 2 and Tier 3 academic and/or SEB interventions. Progress is monitored weekly on intervention goals by the instructor who is leading the intervention group. During these meetings, requests for student support referrals are reviewed to determine if students need an additional level of support beyond Tier I in the classroom. Every 6-8 weeks Tier 3 intervention data is reviewed and every 8-10 weeks Tier 2 intervention data is reviewed. During the data check meetings, all stakeholders who work with individual students (classroom teachers, interventionists) are at the table and determine whether students are making adequate progress, need additional support, or are ready to exit an intervention.

In addition to the MTSS team, the Reducing Barriers to Learning (RBTL) team meets weekly. This team includes the principal, assistant principal, counselor, attendance secretary, FRYSC coordinator, and District Reducing Barriers to Learning interventionist. The team reviews attendance data and student concerns. The FRYSC coordinator and RBTL interventionist do home visits as needed to follow up with families on attendance and on specific needs.

The SBDM council consists of four teacher representatives, three parent representatives, and the principal. The council meets monthly and student achievement and data review is part of every agenda. The council analyzes a variety of data sets to assist with instructional planning and with staffing allocations. The SBDM reviews the school action plan as a regular agenda item each month which is regularly updated with all data sets. During the November or December meeting, SBDM will be presented with the released KSA results with context.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

During the 2024-2025 school year, Beechgrove Elementary maintained a focused commitment to increasing student achievement for all learners through targeted instruction. Intentional emphasis was placed on unit and lesson planning using the internalization protocols released by the Kentucky Department of Education (KDE).

All teachers—including both general education and special education staff—received training on the internalization protocols and were provided lesson planning templates to support alignment to Kentucky Academic Standards. Teachers also received structured release time to collaborate with colleagues for lesson preparation and internalization, along with explicit feedback on lesson plans that was connected to learning walk observations and feedback cycles.

This shift required teachers to proactively consider student needs prior to instruction, plan for anticipated misconceptions, and design standards-based tasks that elicit a product from all students. These student products allow teachers to monitor understanding and make real-time instructional adjustments. The implementation of internalization protocols closely aligns with and strengthens the KCSD Cycle of Quality Instruction, a long-standing framework guiding effective teaching and learning across the district.

In addition to strengthened planning practices, staff engaged in curriculum-based professional learning centered on evidence-based, approved High-Quality Instructional Resources (HQIRs). All teachers implementing an HQIR for the first time participated in launch sessions led by trained professionals, followed by ongoing “boost” sessions throughout the year and job-embedded coaching tailored to systemic and individual needs. These professional learning efforts supported implementation of programs such as Amplify CKLA, UFLI, No Red Ink, and TCM Social Studies. While there was a +2% PD increase to 48% on KSA in 2024-2025, it was still 6% below our annual CSIP objective in reading.

During 2024–2025, the school also collaborated with the district in a comprehensive review of math HQIRs. This process provided teachers with time to explore, evaluate, and provide feedback on potential resources prior to final selection—mirroring the successful process used during the adoption of Amplify CKLA in 2023–2024. This is a much needed step in our plan, as our 2024-2025 KSA math proficiency declined by 4% and further short of our annual CSIP objective of 53%.

To address continued growth in writing, science, and social studies, all grade levels implemented monthly on-demand writing assessments. These sessions provided regular opportunities for content-based writing and reinforced the schoolwide writing non-negotiables outlined in the school’s Writing Policy. Grade-level teams collaborated in scoring and calibration to ensure consistency in expectations and to identify trends for instructional adjustment. In grades 4 and 5, this work was complemented by individualized practice through No Red Ink and targeted whole-group instruction based on identified needs.

As a result of these efforts, the school saw a +7 increase in On-Demand Writing (ODW) scores on the 2024–2025 KSA which was just 0.6% from our annual CSIP objective. While this represents meaningful progress, scores remain below the district average. The school will continue to refine writing practices through ongoing staff professional learning, calibration work, and schedule enhancements designed to provide additional writing opportunities and feedback.

Science results for the 2024–2025 KSA showed a decrease of -1% from 2023-2024 to 40% which was also fell short of our 46.8% annual CSIP objective. Social studies

proficiency remained steady at 38% PD and short of our annual CSIP objective by 6.2%, indicating the need for continued emphasis on literacy integration across content areas. Moving forward, Beechgrove will sustain its focus on strengthening writing instruction, building teacher capacity to provide specific feedback, and supporting growth in science and social studies through schoolwide literacy shifts.

These focus areas are directly aligned to the School Action Plan goals and represent a continued commitment to ensuring all students experience high-quality, standards-aligned instruction.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Analysis of schoolwide data trends from the past two academic years indicates continued need for improvement in both reading and mathematics.

Reading

Overall reading proficiency has shown gradual improvement, increasing from 46% in 2023 to 48% in 2025. While this increase appears modest, the progress reflects the school's sustained commitment to structured literacy and implementation fidelity of evidence-based instructional resources. Teacher participation in literacy professional learning has also significantly increased, with 19 staff members currently enrolled in or having completed LETRS cohorts through the Kentucky Department of Education. This ongoing professional learning is strengthening teacher capacity and promoting consistent instructional practices aligned with the Science of Reading.

Mathematics

Overall math proficiency has remained stagnant, with a slight decline on the 2025 KSA to 42%. This outcome was anticipated following the identification of gaps in vertical alignment and the need for evidence-based instructional materials. The school has since implemented Amplify Desmos Math, a High-Quality Instructional Resource (HQIR), to address these concerns. This program promotes a spiral-based approach to instruction, in contrast to the previously used mastery model. Data and learning walk evidence indicated that while students could initially master

mathematical concepts, they demonstrated difficulty recalling and applying those concepts later in the year. The new program emphasizes application-based problem solving and spiral review, supporting retention and transfer of learning over time.

Writing

Writing proficiency continues to represent a significant area of need. Scores decreased from 58% in 2022 to 18% in 2023. In response, the schoolwide writing policy was revised, and a comprehensive writing plan was implemented. The plan includes grade-level calibration opportunities, consistent answering methods for short and extended responses, and established nonnegotiables for writing expectations across grade levels. Following these actions, writing proficiency increased to 25% in 2024 and 31% in 2025. While this reflects gradual improvement, results remain below district averages. The school continues to strengthen writing instruction through vertical alignment, explicit writing instruction, and dedicated writing blocks in grades 4 and 5, with plans to expand across all grade levels.

Students with Disabilities

Performance for students with disabilities remains significantly below state levels and represents a critical area for continued focus.

- Reading proficiency for students with disabilities: 13% (2023), 12% (2024), 10% (2025)
- Math proficiency for students with disabilities: 5% (2023), 16% (2024), 12% (2025)

These data indicate ongoing challenges in achieving proficiency and highlight the need for targeted interventions, co-teaching models, and explicit instruction to improve outcomes for diverse learners.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Current Academic State:

42% of students scored proficient/distinguished on KSA in Math. This score is the same as the projected proficiency indicated by the 2025 Spring MAP Growth.

48% of students scored proficient/distinguished on KSA in Reading. This score is slightly below local formative assessment data of 51% and 2025 Spring MAP Growth projected proficiency of 56%. The local formative assessments were recently developed to align with KSA blueprints and Kentucky Academic Standards. The MAP Growth assessment does not include written responses while both the KSA and local formative assessments contain both short answer and extended responses.

31% of students scored proficient/distinguished on KSA in Writing. The improvement in this score aligns with observation and learning walk data improvements.

40% of students scored proficient/distinguished on KSA in Science. Local common formative assessments had an overall average of approximately 70% PD.

38% of students scored proficient/distinguished on KSA in Social Studies. This score has remained stagnant and varies differently from the local formative assessment projected proficiency of 60%.

12% of students with disabilities scored proficient/distinguished on KSA in Math. This score aligns with the projected proficiency indicated by the SWD in grades 3-5 on the 2025 Spring MAP Growth (11.68%).

10% of students with disabilities scored proficient/distinguished on KSA in Reading. This score drastically differs from local formative assessment data of 50.92% and the projected proficiency indicated by the SWD in grades 3-5 on the 2025 Spring MAP Growth (21.73%). The local formative assessments were recently developed to align with KSA blueprints and Kentucky Academic Standards. The MAP Growth assessment does not include written responses while both the KSA and local formative assessments contain both short answer and extended responses.

34% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Math. The slight decrease in this score aligns with the slight decrease of all students.

41% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Reading. The slight increase of this score aligns with the slight increase of all students.

Transition Readiness Data for 24-25 indicated that 53% of our total 4th & 5th graders were transition ready which is -2.39% below the same data in 23-24.

ACCESS Data for 24-25 showed that 10 students were exited and 91.4% of EL students showed growth.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Educator and school staff retention rates remain at 100%, with no vacant positions across the building. High-quality professional learning opportunities are consistently provided for both certified staff and instructional assistants, strengthening instructional practice and alignment to school improvement priorities. This data is collected and monitored through the Frontline evaluation system.

The school attendance rate for the 2024–2025 school year was 95.5%, reflecting an increase of +0.6 percentage points from 2023–2024. The chronic absenteeism rate decreased to 8.99%, a reduction of -3.28 percentage points, indicating positive impacts of intentional attendance initiatives and family engagement efforts.

The Quality of School Climate and Safety (QSCS) indicator declined by 2.6 points, from 75.2 in 2024 to 72.6 in 2025, and is currently the lowest QSCS score in the district. This decline indicates a need to further investigate stakeholder perceptions related to safety, belonging, and school connectedness to develop targeted strategies for improvement.

Behavioral data show a decrease of 91 office referrals, from 389 in 2024 to 298 in 2025, suggesting progress in proactive behavior management and implementation of Tier 1 supports. However, suspensions, restraints, and seclusions increased significantly, highlighting the need to strengthen Tier 2 and Tier 3 behavioral interventions, enhance staff de-escalation training, and ensure consistent implementation of the PBIS framework.

Data collection for family engagement monitoring during 2025 did not yield sufficient quantitative data for formal reporting; however, qualitative data indicate an increase in parent participation in school activities and improved communication between school and families. Continued refinement of data collection tools will be a focus to ensure measurable outcomes for family engagement initiatives in future reporting cycles.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Math proficiency in grade 4 increased from 31% P/D in 22-23 to 43% P/D in 23-24. We attribute this success to the systems and structures put in place for grade-level planning PLCs in intermediate grades. Teachers worked collaboratively with administration to deconstruct mathematic standards and plan using backwards design.

Science proficiency in grade 4 increased from 28% P/D in 22-23 to 41% P/D in 23-24 and reading proficiency in grade 4 increased from 41% P/D in 22-23 to 48% P/D in 23-24. We attribute these successes to improved background knowledge on topics in science through the implementation of a knowledge building curriculum in ELA, through implementation of reading and writing instruction in the context of content rich topics, and intentional cross-curricular planning.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

We will continue to ensure active representation and participation in the Kentucky Reading Academies, with a focus on LETRS and the Kentucky Early Literacy Learning Network, to strengthen literacy instruction. Building on our work toward becoming a Family Friendly Certified School, we will increase collaboration with families through targeted engagement activities, school support initiatives, and Reading Improvement Plan meetings.

We will fully leverage RDIF grant funds to provide high-quality instructional resources, professional learning opportunities, and strategies aimed at improving student literacy outcomes. Additionally, we will ensure representation at all district trainings supporting literacy and numeracy, and establish systems to disseminate this learning effectively across the school team.

Through thoughtful budgeting and strategic use of available resources, we will support both student and staff needs, maximizing student learning potential and fostering a strong instructional environment.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

NA

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based

instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

The focus on KCWP 2: Design and Deliver Instruction remains a priority this year. To strengthen the delivery of High-Quality Instructional Resources (HQIRs), the school has refined its lesson planning process to emphasize the preparation and internalization of lessons. By improving Tier 1 instruction, the school aims to increase student assessment outcomes and reduce the number of students requiring Tier 2 and Tier 3 interventions. This focus directly supports the School Action Plan goals of improving reading and math proficiency for all students, including students with disabilities who spend more than 80% of their time in the general education setting.

Ongoing instructional supports include regular feedback on lesson plans in conjunction with monthly learning walks conducted by the administrative team. Feedback is calibrated and used to plan targeted professional learning. There is a schoolwide emphasis on writing through consistent writing expectations, monthly Opportunities for Daily Writing (ODW), teacher calibration, review of student exemplars, and the use of No Red Ink for students in grades 4–5 to support grammar, syntax, and writing development.

Instruction is data-informed, utilizing Universal Screener and diagnostic assessment results to identify student growth areas in reading, particularly in language comprehension skills such as syntax and vocabulary. Tier 2 and Tier 3 instruction has been adjusted to address these skill deficits, with instructional materials selected to align to student needs. Additionally, RDIF grant support provides funds for HQIRs in reading intervention, curriculum-based professional learning, teacher-release time, and collaborative planning.

Job-embedded professional learning plays a critical role in ensuring both individual and systemic instructional needs are met. This includes lesson internalization training and KCSD Cycle of Quality Instruction training, which support consistent, high-quality instructional delivery across the school.

Key implementation highlights include:

- Adaptation and implementation of KDE lesson and unit internalization guidance by all K–5 content area teachers.
- Full implementation of the Multi-Tiered System of Supports (MTSS) to guide Tier 1, Tier 2, and Tier 3 instruction.
- Use of Amplify CKLA for rigorous ELA instruction and Amplify Desmos Math HQIR for rigorous math instruction across K–5.
- Utilization of No Red Ink to strengthen writing instruction in grades 4–5.
- Monthly instructional walks to monitor classroom instruction and lesson plan fidelity, with feedback used to inform professional learning.

-
- Teacher participation in district PLCs focused on ELA and math, with learning brought back to schoolwide teams to ensure alignment and equitable access to instructional resources.

Through these strategies, the school ensures that instructional practices are evidence-based, consistently implemented, and aligned to Kentucky Academic Standards, while also addressing academic, behavioral, and social-emotional competencies for all students.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

NA

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

The school continues to prioritize the development of a sustainable, schoolwide system for analyzing and applying data to guide instruction and improve student outcomes. Regular data analysis occurs at multiple levels to ensure that both teachers and administrators can accurately interpret evidence of student learning and make informed instructional decisions across all tiers of support.

Professional Learning Community (PLC) Data Analysis is a central strategy in this work. Weekly Special Education PLC meetings are held to review student progress toward IEP goals and connect these findings to grade-level content standards. In addition, grade-level PLCs analyze assessment data to determine next steps in instruction and adjust interventions across Tier 1, Tier 2, and Tier 3 to meet student needs effectively.

To support data accessibility and organization, the school has created a Data Hub that allows staff to easily locate a variety of data sets, including classroom, school, and district assessments. Teachers monitor and track student performance using a grade-level dashboard, a school common formative assessment dashboard, and a summative assessment dashboard. District-level data dashboards are also regularly referenced to further inform instructional planning.

Regular data review cycles are aligned with assessment schedules, including KSA, MAP, district, and school assessments. These reviews take place in grade-level PLCs, department PLCs, and whole-school meetings as appropriate. This structured analysis ensures that instructional decisions are data-driven, systematically applied across classrooms, and support all tiers of instruction.

The impact of these efforts is evident in several areas. Teachers consistently use data to identify student needs and make real-time adjustments to instruction. Instructional decisions across Tier 1, Tier 2, and Tier 3 are informed by reliable evidence, leading to more targeted and effective teaching practices. Collaboration and communication among teachers have improved through structured PLC data review cycles, and a schoolwide culture of data-informed decision-making has been established, increasing both accountability and instructional alignment across all classrooms.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

NA

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Our school has intentionally developed a learning culture and environment that is inclusive, accessible, and focused on student growth. We have made significant strides in strengthening family engagement and creating opportunities for families to be partners in the learning process. Through collaboration, we have improved

our Title I School and Family Compact and Family Engagement Policy, ensuring that families are active participants in supporting student success.

In alignment with the Read to Succeed Act, we have prioritized engaging families in the Reading Improvement Plan (RIP) process. To date, approximately 80% of families with students in RIPs have attended at least one RIP meeting, demonstrating increased collaboration between families and school staff. We have also implemented a structured Parent-Teacher Conference system, which increased attendance to 74% in fall 2025, further supporting strong home-school connections.

Our monthly parent newsletter now includes standing items highlighting literacy and social-emotional learning, ensuring families are consistently informed about key instructional and developmental priorities. In addition, we have added a minority parent representative to our SBDM Council, strengthening the diversity of perspectives and ensuring equitable family input in school decision-making.

The school provides a variety of community and family engagement opportunities, including Born Learning programs, PTA-sponsored family events, and Family Literacy Nights, all designed to connect families with student learning and growth. Students also benefit from a range of extra-curricular activities, the implementation of PBIS with positive behavior recognition, and regular recognition of academic achievement, including monthly student awards, which foster a culture of motivation and success.

We have improved the collection of both qualitative and quantitative data on family engagement and student participation to identify trends over time, provide opportunities for family input, and guide continuous improvement. Through these intentional strategies, our school has created a positive, inclusive learning environment where academic growth, social-emotional learning, and family partnerships are prioritized and embedded into the foundation of all school actions.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10152025_08:29

2025-2026 Phase Two: School Assurances

Beechgrove Elementary School
Kristie Cahill
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

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2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_09072025_14:52

2025-2026 Phase Three: Comprehensive School Improvement Plan

Beechgrove Elementary School
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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The accountability indicators for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the [Comprehensive School Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- **a. Upload your completed template in the attachment area directly below.**


ATTACHMENTS

Attachment Name



BG KDE CSIP Phase 3

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BG KDE CSIP Phase 3		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *ShIPLEy*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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;

[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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: To increase the percentage of students with disabilities scoring proficient/distinguished in reading from 10% in 2025 to 23% in 2026 as measured by the school report card.

Objective 1: To increase the percentage of students with disabilities scoring proficient/distinguished in math from 13% in 2025 to 25% in 2026 as measured by the school report card.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

Activities:

Professional Development for both general education and special education teachers in their appropriate content in the following areas:

- ELA Tier I: Amplify CKLA Boost trainings (district provided)
- Basic Reading & Fluency in Tier 2 & 3: UFLI (provided by school trainer)
- Listening & Reading Comprehension in Tier 2 & 3: Visualize & Verbalize (provided by professional trainers)
- Math Tier 1: Amplify Desmos Math Launch (provided by professional trainers)
- Math Tier 1: Amplify Desmos Math Boost sessions (district provided)
- Math Tier 2: Amplify mClass Math (provided by professional trainers)
- De-escalation Strategies (district provided)
- Co-teaching strategies (provided by school team)

Lesson Internalization PLCs across all tiers of reading and math.

Targeted Instructional Walks in Resource and Collaborative Classrooms to observe instruction and implementation of specially designed instruction and provide feedback based on the cycle of quality instruction.

All grade levels will maintain a thorough data dashboard of individual student data and regularly review through weekly grade level team PLCs which include both general education and special education teachers.

Progress Monitoring:

- School SPED Data Dashboard
- School Instructional Walk Dashboard
- Grade Level Dashboards
- District Dashboards
- Performance Matters Reports

Funding:

Title I - \$10,000

RDIF grant - \$10,000

Special Education General Fund - \$1000

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in reading from 46% in 2023 to 70% in 2028 as measured by the school report card. Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in math from 41% in 2023 to 65% in 2028 as measured by the school report card.

Objective(s):

Objective 1: To increase our percentage of students scoring proficient/distinguished in reading from 48% in 2025 to 52.4% in 2026.

Objective 2: To increase our percentage of students scoring proficient/distinguished in math from 42% in 2025 to 46.6% in 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

Activities:

- Staff Training on KCSD Balanced Assessment Protocols including Universal Screener and Diagnostic
- District and school lesson internalization protocols PLCs
- Lesson plan feedback in conjunction with learning walk feedback aligned to the KCSD Cycle of Quality Instruction in reading and math
- Learning walk feedback in reading and math will include alignment to the district HQIR fidelity markers
- Through the use of Performance Matters, analyze reading and math assessment data to name and claim students to guide next steps in instruction
- Use monies from the Reading Diagnostic Intervention Fund grant for HQIRs in tiered reading intervention programs and curriculum-based professional learning for interventionists

Progress Monitoring:

- School Instructional Walk Dashboard
- Grade Level Dashboards
- District Dashboards
- Performance Matters Reports

Funding:

RDIF grant - \$30,000

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in science from 41% in 2025 to 70% in 2030 as measured by the school report card. Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in social studies from 38% in 2025 to 69% in 2030 as measured by the school report card. Beechgrove Elementary will increase the percentage of students scoring proficient/distinguished in writing from 31% in 2025 to 64% in 2030 as measured by the school report card.

Objective(s):

Objective 1: To increase our percentage of students scoring proficient/distinguished in science from 41% in 2025 to 46.8% in 2026.

Objective 2: To increase our percentage of students scoring proficient/distinguished in social studies from 38% in 2025 to 44.2% in 2026.

Objective 3: To increase our percentage of students scoring proficient/distinguished in writing from 31% in 2025 to 37.6% in 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

Activities:

- Lesson plan feedback will be provided in conjunction with learning walk feedback aligned to the KCSD Cycle of Quality Instruction.

- Science and Social Studies teachers will participate in professional learning surrounding their HQIRs and unit/lesson internalization.
- To increase writing achievement, the school will determine a designated writing block at all grade levels. Explicit teaching of writing skills aligned to the KAS and school writing policy will be followed.
- The school will refine their monthly on-demand writing practice at each grade level to align with engaging topics from CKLA, science, and social studies.
- Grade 4 & 5 writing teachers will utilize Amplify Writing Studio, CKLA, No Red Ink, and apply strategies from their learning through Smekens professional learning and Writing Revolution extensions.

Progress Monitoring:

- School Instructional Walk Dashboard
- Grade Level Dashboards
- District Dashboards
- Performance Matters Reports

Funding:

Title I \$3500 for supplemental writing products and training

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Beechgrove Elementary will increase the overall EL progress indicator from 82 in 2025 to 90 in 2030 as measured by the school report card.

Objective(s):

Objective 1: Beechgrove Elementary will increase the overall EL progress indicator score from 82 in 2025 to 83.2 in 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

Activities:

- Job-embedded professional learning for all teachers on the EL Scaffolding Toolkit to utilize during core instruction to ensure access and differentiated support to EL students.
- Collaborate with EL teacher to analyze data through MTSS core team to ensure that EL learners are receiving needs-based instruction or Tier 2/3 supports based on individual needs.

Progress Monitoring:

- EL Progress Monitoring
- School Instructional Walk Dashboard
- Performance Matters reports
- District Data Dashboard

Funding:**Priority Indicator #3: Quality of School Climate and Safety****Three- to Five-Year Goal:**

Beechgrove Elementary will increase the overall Quality of School Climate and Safety indicator score from 70 in 2025 to 85 in 2028 as measured by the school report card.

Objective(s):

Objective 1: Beechgrove Elementary will increase the overall Quality of School Climate and Safety indicator score from 70 in 2025 to 75 in 2026 as measured by the school report card.

Strategy:

KCWP 6: Establish Learning Environment and Culture

Activities:

- To address concerns related to the decline in our overall score, our team is developing a plan using Magic Schools to provide students with opportunities to respond to similar survey questions. The data collected will help us identify and address areas of concern in real time, ensuring that students feel safe and cared for at Beechgrove. This process will also allow staff to clarify any misconceptions about survey questions—particularly those with negative wording which received lower scores and may correlate with our lower reading comprehension results.
- To address the decline related to “All students are treated the same if they break school rules” we will be working with our school counselor to review our SEL curriculum and timeline to ensure that equity and equality are included and that students are being given the opportunity to discuss student differences and how that might impact their behavior and adult responses.
- Staff will continue to be trained annually in Restorative Practices.
- Student recognition for attendance, achievement, growth, and behavior will occur monthly and displayed in the main entry hallway.

Progress Monitoring:

- MTSS School Intervention Effectiveness in SEB
- District SEB Data Dashboard
- Discipline and Behavior reports from Infinite Campus

Funding:

Student Incentives - \$3000

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.