

# Beechwood Independent Schools

**CDIP 2025-2026**



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## **Beechwood Independent Schools**

### **Executive Summary**

**Description of the District: Describe the district'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 district serves?**

Beechwood Independent Schools is a public school system located in Fort Mitchell, Kentucky with approximately 1,575 students in grades preschool through 12. Each graduating class has about 125 students. We have three schools in our district: Beechwood Elementary (preschool - 6th grade), Beechwood High School (7th - 12th grades), and Guardian Angel. This structure of having one elementary school and one high school creates a unique situation to be able to implement a strategically aligned and collaborative P-12 student experience as we share one contiguous building. In addition to attending Beechwood by living in the district boundaries, students may apply to attend through a tuition program. There is a committee process to be selected to attend as a tuition student, space permitting. Situated in Northern Kentucky, Kenton County is one of the eight counties that comprise the Greater Cincinnati MSA. We have a strong community rooted in tradition with many families having attended Beechwood for generations. Our school and community are very closely tied, and our strong community partners enrich our students' experiences.

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

In the past few years, changes include facilities upgrades, 12 additional classrooms for Beechwood Elementary, a comprehensive construction project renovating the elementary and high schools (concluded January 2025), an increase in enrollment, increased AP offerings, intervention courses for all grade levels, and additional electives. Finally, our biggest change initiative is the implementation of a comprehensive K-12 EDGE program that provides a hybrid of our traditional, rigorous content with rich, experiential learning. The focus is on students learning

skills and proficiencies that are needed post-secondary through a curriculum developed in conjunction with over 100 business and six university partners. We continue to strive to meet the diverse needs of our students and work towards capitalizing on our small size to personalize learning pathways for all students. Our school and community take great pride in the individualized support we can provide our students so that all can reach their potential and have expansive opportunities to become globally competitive.

Demographically, we have economic diversity and an achievement gap that is present between all students and identified subgroups. We have 14.9% of our population enrolled in the free/reduced lunch program, students with disabilities (9.5% of the overall population), 4.2% with limited English proficiency, and 19% in minority groups. We have had an increase in the past few years of our economically disadvantaged, limited English proficiency, and minority students. We have 85 teachers with an average of 13 years of experience. Seven teachers are National Board Certified with numerous other teachers having earned accolades through awards in their field, becoming Google Educator Certified, EDGE Certified, and/or earning their Master's, Rank I, or specialist certification. The average student-to-teacher ratio is 18:1. We also have classified personnel in the areas of maintenance, cafeteria, paraeducators, and office staff serving the students of Beechwood Independent Schools.

Fort Mitchell, Kentucky has a population of 8,653 with a median household income of \$75,896 and a 8.1% poverty rate. 96% of the population has earned a high school diploma and 46% has earned a Bachelor's degree or higher. While Fort Mitchell is land-locked and there are not new neighborhoods being built, we have seen an increase of younger families moving in, leading to a slight increase in enrollment.

**District Stakeholders: Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?**

Our stakeholders include:

- Students
- Staff
- Families
- Community
- Alumni
- SBDM Councils
- Board of Education
- Business/University Partners

We involve all stakeholder groups in the improvement planning process. Each has a variety of committees, cohorts, and groups to give input. Some examples include:

- Student and parent surveys
- Superintendents' Advisory
- Principals' Student Advisory

- SBDM/Board Joint Sessions twice per year
- Regular (at least weekly) meeting with business/university partners on EDGE curriculum
- Committees
- Leadership teams
- PTSA, Band Booster, Athletic Booster, Alumni, and Education Foundation input
- Tiger Ambassadors

**District's Purpose: Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.**

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

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

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

“We design teaching and learning focused on students.”

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

“We are a uniquely intimate community developing globally competitive students.”

Learners and Leaders are a set of expectations for ALL students and ALL staff.

We are Learners: We are fearless. We pursue excellence. We are resilient. We reflect and grow.

We are Leaders: We are safe. We are respectful. We are responsible. We are proud.

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

# The Beechwood Way

We design teaching and learning focused on students.

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

We are a uniquely intimate community developing globally competitive students.

**wearebeechwood.**

## We are Learners

We are fearless.

We pursue excellence.

We are resilient.

We reflect and grow.

## We are Leaders

We are safe.

We are respectful.

We are responsible.

We are proud.

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

Beechwood Independent Schools have many notable achievements. Beechwood has approximately 95% of Beechwood graduates go on to attend college each year. Beechwood High School is consistently one of the highest-ranked public high schools in the state of Kentucky for the ACT with a current score average of 23.6. Our students have scored in the top tier of the state assessment, Kentucky Summative Assessment (KSA), ranking in the top schools in Kentucky. This includes for content area assessments at the elementary, middle, and high school levels, postsecondary readiness, and graduation rate. Both Beechwood Elementary and Beechwood High School are National Blue Ribbon Schools. Beechwood High School has been named one of America's Most Challenging High Schools by the Washington Post, ranked one of the top schools in Kentucky by the U.S. News Report, and the Advanced Placement (AP) participation rate is over 80%. We have students selected to the Kentucky Governor's Scholars program, Kentucky Governor's School for the Arts program, Governor's School for Entrepreneurship, and National Merit finalists each year. We also highly encourage our students to be involved in our athletic and extracurricular programs, which are also very successful. Our football team won the Class 1A State Championship in 2016, 2017, and 2018 for a total of 14 state championships and won the Class 2A State Championship in 2020, 2021, 2022, and 2024. Our baseball team won the Class A state championship in 2019. Our boys' basketball team were district champions in 2019 and made it to the regional championship. Our girls' track team won the state championship in 2019, achieving the first girls' state championship in school history. The girls' cross country and track teams both won state championships in the 2022-2023 school year. The girls' cross country team won again in

2023-2024 while both the boys' and girls' track teams won their respective state championships in 2024. We also have several other teams who are state qualifiers and competitors. There are also several individual winners in various sports including track, cross country, and swimming. We created Beechwood's first Unified Bowling team and they won state in 2019. Our boys indoor track team won state in 2022. Our Esports team was created a few years ago and won state in 2022. In 2019, 2021, 2023, and 2025, our Marching Band won the Class 2A state championship. We have forensics individual state champions and our choir has earned the highest rating (Distinguished) at state. Our elementary and middle school programs are aligned and a continuous system building to the high school programs. Our elementary academic team consistently wins district and regional competitions. We also have seen successes in extracurriculars and community service. We have Seminar students working with community and business partners to solve problems using the skills they have acquired, and our students are serving through various organizations such as the NHS, NJHS, Student Council, and Tiger Ambassadors. Beechwood students and staff have led amazing work with our P-12 initiative, the EDGE program, that will greatly enhance our students' personalized options and preparation to be competitive no matter what path they choose post-secondary. Our student leaders are continually raising the bar.

We will continue to strive for excellence in all areas and to increase options for students so that we can personalize students' experiences and pathways to best prepare them for life after high school. We are currently analyzing structures and processes as well as collaborating with other high-performing schools so that we can better provide our students with these opportunities. Based on our needs assessment, data analysis, CDIP/CSIP work, and The Beechwood Way, we will focus on the following goal areas: our EDGE program, standards alignment and assessments, instructional outcomes (curriculum maps, summative assessments and data-driven professional growth plan goals), counseling services (wellness plan, college/career plan, and academic support plan), and staff innovation teams around our 5 district pillars (personalized learning/community engagement, leadership, and wellness/culture). We have already started working for continuous improvement through committees, department work, professional learning community (PLC) meetings, district innovation teams, our leadership teams, and SBDM Councils to implement initiatives to better support our students.

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

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

## **Needs Assessment**

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

### ***Protocol***

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

At Beechwood Independent Schools, we have multiple groups of stakeholders involved in data-driven decision making. The School Leadership Teams (Principal, Assistant Principal, and Counselors) meet weekly and meetings are documented via agendas in our Google Team Drive. The team analyzes data as it is released. The High School Leadership Team (Principal, Assistant Principal, Department Chairs) and the Elementary Leadership Team (Principal, Assistant Principal, Grade Level Representatives) meets every month with data analysis as one of their areas of focus. Meetings are documented via agendas in our Google Shared Drives. The committee analyzes data as it is released and makes recommendations for improvement which are then reported to the SBDM Councils. The SBDM Councils (Principal, teachers, parents, and 1 student at the high school) meet every month and meetings are documented via agendas in our Google Shared Drives as well as on our schools' websites. The Councils analyze data as it is released and make decisions based upon recommendations from the committees and School Leadership. Our District Staff (Cabinet) meets as data is released to review, analyze, and apply action steps from the results. We also have district-wide professional learning innovation teams around our 5 strategic plan pillars. These teams meet regularly, look at data, what other schools are doing, engage in professional learning, and discuss solutions for improvement. Finally, we analyze data with all teachers through monthly faculty work sessions, monthly department meetings, department days, team meetings, middle grades work sessions, and PLC meetings.

### **Review of Previous Plan**

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

All goals, objectives, strategies, and activities from the 24-25 CDIP have been implemented and much of the work continues into this year. Initiatives for the second year of implementation of a new ELA program, AP growth initiatives, writing, and aligning curriculum were successful. In addition, we continue to work to improve experiential learning and our EDGE program. This was successful as well with increased internships, meaningful EDGE challenges in a variety of classes, and increased business/university partners in all grades. Our focus has not shifted for 25-26, but rather, last year's CDIP has informed this year's plan as we continue to grow in similar areas including EDGE (exemplars, challenge maps, focus on the core concepts, involvement of partners, and defenses of learning), standards and assessment (AP, SAT, KSA), instructional outcomes (curriculum maps, end of grade level expectations, summative/common assessments, and teacher PGPs), personalized professional learning for staff, and our district innovation team work related to our strategic plan (personalized learning/community engagement, leadership, and culture/wellness). While the content is the same, the transition from ACT to SAT will be a focus for us this year. Another focus area in learning from our 24-25 CDIP is that even though we have some amazing data points, we aren't always communicating these to our community. We will be developing a local accountability dashboard to share not only standardized testing data but also examples of vibrant learning and other important pieces of data important to our students, staff, families, and community.

Our full strategic plan can be found [HERE](#).

### **Trends**

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

Our Current Academic State:

- 77.8% of AP exams were passed (3 or higher) in 2025. This is an increase from 2024 with a 70.45% pass rate. 2025 was Beechwood's highest AP pass rate since we have been keeping record.
  - Some growth areas of focus since we strive to always be higher than the global mean at Beechwood.
  - AP Precalculus - 3.26 was our mean but 3.55 was the global mean.

- AP Calculus AB - 3.44 was our mean but 3.82 was the global mean.
- AP Calculus BC - 2.89 was our mean but 3.21 was the global mean.
- AP Statistics - 2.19 was our mean but 2.92 was the global mean.
- Physics - 2.56 was our mean but 3.12 was the global mean.
- In 2025, we had a 97.2% graduation rate.
- In 2025, our mean ACT composite score was 23.6 which was an increase from 2024 (22.3).
- Our ACT subscore means for 2025 are:
  - English - 24.6 (increased)
  - Reading - 23.5 (increased)
  - Math - 22.4 (increased)
  - Science - 23.3 (increased)
- KSA summary data can be reviewed for all levels by clicking [HERE](#).
  - Areas of focus are 3rd grade reading and math, 5th grade social studies, 5th grade writing, 8th grade reading, 11th grade science, and 11th grade writing.

#### **Elementary Strengths:**

- Cohort growth (3rd to 5th grade example)
- Average 22.5 above the state percent of proficient & distinguished
- 3rd grade growth
- 4th grade science #1 district in the state for % P/D!
- Consistent resources (HMH & enVision)

#### **Elementary Areas of Growth:**

- Continued work on 3rd grade growth
- Keep an eye on 5th grade social studies & writing
- English learners - continued focus and resources for teachers

#### **Middle School Strengths:**

- 7th and 8th grade math (+40 and +30 to state % P/D)
  - 7th - #2 district in the state and 8th - #1 in the state for math!
- 7th grade science growth
- 8th grade social studies growth
- Average 26.9 above the state percent of proficient & distinguished
- Consistent resources (HMH & enVision)

#### **Middle School Areas of Growth:**

- Continued work with needs in 6th to 7th grade cohort
- 8th grade reading & writing comparison to state & previous year results

**High School Strengths:**

- 10th grade math (+35 to state % P/D)
- Average 21.3 above the state percent of proficient & distinguished
- Current Juniors - growth from 8th to 10th grade in reading & math

**High School Areas of Growth:**

- 11th grade science - growth, but work to understand updated test, comparisons to other assessments, science course offerings for juniors
- 11th grade writing

  

- For KSA, our group data is mostly unavailable due to the small number in each group per grade level (less than 10). However, overall, we know that we need to keep working on growth with students who are economically disadvantaged, our English Learner population, and our students with IEPs.

**Non-Academic (Culture/Climate) Current State:**

- The number of behavior referrals in 24-25 is 203 (both schools combined). This is a decrease from 23-24 (245 referrals).
- A majority of students are involved in extracurricular activities. Numerous athletic teams, clubs, and the arts won many awards last year. Over 90% of high school students are involved in some extracurricular activity and many elementary students are involved in an extracurricular as well as opportunities increase each year.
- Our staff took an Impact Working Conditions survey in 2023 and the results were very positive. While we still analyzed the data for growth areas, our data was very favorable compared to others in the state and nationally. We are taking the Impact survey again this fall (2025).
- We did surveys and feedback sessions to inform our new strategic plan in summer of 2025. The feedback was mostly positive but also gave us ideas and goals for continuous improvement which can be found in the full plan [HERE](#).

***Strengths***

1. **Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.**
  - Please see [THIS](#) presentation for all comparisons and specific data analysis.
  - Our AP pass rate (77.8%) is the highest it has been since we have been tracking the data and a group of classes exceeded the global mean, but we still have specific classes that need to work on the pass rate. Our goal is to meet or exceed the global mean.

- Our ACT average (23.6) is strong compared to other school districts. However, we need to ensure a smooth transition from ACT to SAT. While the content is still the same, we want to be sure our students and staff are supported and well-supported for a successful transition to see continued success in demonstrating their knowledge and skills.
- Our postsecondary readiness rate is 100% which is the best we've had.
- We average about 20-30% higher than the state for the percentage of students scoring proficient and distinguished in most areas on the KSA.

**Elementary Strengths:**

- Cohort growth (3rd to 5th grade example)
- Average 22.5 above the state percent of proficient & distinguished
- 3rd grade growth
- 4th grade science #1 district in the state for % P/D!
- Consistent resources (HMH & enVision)

**Middle School Strengths:**

- 7th and 8th grade math (+40 and +30 to state % P/D)
  - 7th - #2 district in the state and 8th - #1 in the state for math!
- 7th grade science growth
- 8th grade social studies growth
- Average 26.9 above the state percent of proficient & distinguished
- Consistent resources (HMH & enVision)

**High School Strengths:**

- 10th grade math (+35 to state % P/D)
- Average 21.3 above the state percent of proficient & distinguished
- Current Juniors - growth from 8th to 10th grade in reading & math

**Leverages/Assets**

**1. 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.**

This is one of Beechwood's strengths. We have been utilizing our incredible business, university, and community partners for about 9 years through our EDGE program. This work expands and improves every single year. We have over 150 partners who are involved with our students and staff in a variety of ways. Just a few examples are:

- EDGE challenges (experiential/vibrant learning experiences)
- Support and partnership in core content experiences
- Senior internships

- Feedback to our students
- Defenses of Learning (6th, 8th, and 12th)

For improvement areas, we also partner with our local cooperative, NKCES, on professional learning. Some examples are support in refining our MTSS systems and Smekens writing professional learning.

In addition, for partnerships related to improvement areas listed, we are constantly getting feedback from our students, staff, and community. This has informed our 2025-2028 strategic plan which involves partners in each of the 5 pillars: personalized learning, leadership, community engagement, culture, and wellness.

### ***Evaluate the Teaching and Learning Environment***

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

**KCWP 1: Design and Deploy Standards**

**KCWP 2: Design and Deliver Instruction**

**KCWP 3: Design and Deliver Assessment Literacy**

**KCWP 4: Review, Analyze and Apply Data**

**KCWP 5: Design, Align and Deliver Support**

**KCWP 6: Establishing Learning Culture and Environment**

**After analyzing the key elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?**

**NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.**

In order to improve in the areas of growth above, we will primarily focus on implementation of the following improvement strategies:

- Strategy 4 (Review, Analyze, and Apply Data Results) - We will be working on reviewing, analyzing, and applying data results together. We also will be looking at many types of data - both standardized assessments and vibrant learning data. We will also be working putting this data into a dashboard.
- Strategy 5 (Design, Align, and Deliver Support) - Not only our administration and teacher leadership teams, but also our districtwide innovation teams are working on providing systems for data such as a public-facing dashboard as well as systems to support all learners and personalized learning (such as our exceptional populations innovation team).

- Strategy 6 (Establish a Learning Culture and Environment-for both staff and students). This is always a focus area for us. It is one of our guiding principles. Through our strategic plan and all of our work, we are trying to create a culture of learners and leaders. All students and all staff should be both of those things. We focus on continued growth and this is key in our 2025-2028 strategic plan.

## Comprehensive Improvement Plan for Districts Template

### Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

### Guidelines for Building an Improvement Plan

- There are 7 required District Goals: State Assessment in Reading and Math, State Assessment in Science, Social Studies, and Writing, Achievement Gap Closure, English Learner Progress, Quality of School Climate and Safety, Postsecondary Readiness, and Graduation Rate.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

**Please see [THIS presentation for KSA summary data for Beechwood Independent Schools.](#)**

\*\*\*All 2025 goals listed were established based on 2022 data. We are in the midst of our goal cycle and monitoring progress towards these goals each year.

## 1: State Assessment Results in Reading & Math

**State your state assessment results in Reading and Math goals.**

**Red - 2025 KSA decreased from 2024. Behind working towards our goal.**

**Orange - 2025 KSA on track/in-progress towards our goal.**

**Green - 2025 KSA met or surpassed the 2025 goal.**

Goal 1A: By 2025, the elementary school will increase the percentage of proficient/distinguished reading students to 72%. **In 2025 - 68%.** Since this was an increase from the previous year but we did not meet our goal yet, **we will set a goal of 74% for 2028.**

Goal 1B: By 2025, the elementary school will increase the percentage of proficient/distinguished math students to 74%. **In 2025 - 66%.** Since this was an increase from the previous year but we did not meet our goal yet, **we will keep the goal of 74% for 2028.**

Goal 1C: By 2025, the middle school will increase the percentage of proficient/distinguished reading students to 68%. **In 2025 - 66%.** Since this was a 2% decrease from the previous year and we did not meet our goal yet, **we will keep the goal of 68% for 2028.**

Goal 1D: By 2025, the middle school will increase the percentage of proficient/distinguished math students to 68%. **In 2025 - 73%.** Since this was an increase from the previous year and we did meet our goal, **we will set a goal of 75% for 2028.**

Goal 1E: By 2025, the high school will increase the percentage of proficient/distinguished reading students to 69%. **In 2025 - 67%.** Since this was a decrease from the previous year and we did not meet our goal in 2025, **we will keep a goal of 69% for 2028.**

Goal 1F: By 2025, the high school will increase the percentage of proficient/distinguished math students to 66%. **In 2025 - 77%.** Since this was an increase from the previous year and we far surpassed our goal, **we will set a goal of 78% for 2028.**

Goal 1G: By 2025, the high school AP pass rate (3 or above) will increase to 60%. **(school-added goal) In 2025 - 77.8%.** Since this was an increase from the previous year and we far surpassed our goal, **we will set a goal of 80% for 2028.**

Goal 1H: By 2025, the high school ACT mean will increase to 24. (school-added goal) In 2025 - 23.6. Since the state has moved the junior college admissions exam to the SAT instead of the ACT, we will not set a new ACT goal. We will establish an SAT goal after we establish a baseline in the spring of 2026.

<p>Which <b>Strategy</b> will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: At the elementary, middle, and high school levels, we will increase the percentage of	KCWP 1: Design and Deploy Standards	<b>Department Days and Vertical Grade Level Work Sessions</b> – In addition to their monthly work sessions together, teachers will have Department Days each year to engage in professional learning and collaboration to improve	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$2,000 for substitutes

<p>students scoring proficient or distinguished in reading and math.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design &amp; Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p>reading and writing strategies, instruction, assessment, data analysis to improve instruction, and aligned curriculum with SAT/AP skills embedded. We will also work on end of course expectations/vertical alignment of curriculum maps so that students have a complete, coherent, and intentional experience. EDGE experiences and challenges will also be discussed to increase experiential learning and development of EDGE core concepts for all students. Teachers will also have the opportunity to visit successful schools and/or attend professional development to learn strategies to create more personalized learning. Each department or grade level has developed goals that they are working on throughout the year in their work sessions and department days. They are sharing progress towards the goals at monthly meetings and then will share with SBDM Councils in the spring.</p>			
	<p><b>District Professional Learning</b></p> <p><b>Innovation Teams</b> – Any staff in the district can participate in professional learning innovation teams to work towards aspects within the district five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group</p>	<p>Data Sheet &amp; Student EDGE Experiences, Implementation of New Initiatives along with methods to</p>	<p>Throughout the year</p>	<p>\$2000 for substitutes for site visits or PD, if needed</p>	

		<p>will be mixed with elementary and high school staff members and the team will be facilitated by a member of the district cabinet. The teams will conduct a needs assessment, conduct research on improvement strategies, engage in professional learning in the goal area, and will then create proposals and action steps for implementation. All of the innovation teams will directly or indirectly impact student achievement and growth. These are directly tied to our 3-year strategic plan.</p>	<p>measure success</p>		
		<p><b>Professional Learning Communities and Team Meetings</b> - High school teachers will participate in monthly planning period PLC meetings. Elementary grade level teams participate in weekly team meetings. This will allow for all to work with and learn from colleagues. We will use this time for professional learning, sharing, and goal setting. We will explicitly work on school goals as well as individual professional learning goals during this time.</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2026 Results September 2026</p>	<p>\$0</p>
		<p><b>Assessment Literacy Work/Incremental Assessments/Data Analysis</b> - Teachers will engage in regular assessment literacy review to improve how we are assessing students and collecting data to inform instruction. At the appropriate grade</p>	<p>Data Sheet Incremental assessment scores</p>	<p>Assessment calendar throughout the year</p>	<p>\$7000 – Pear Assessment for incremental and common assessments. \$0 - For in-house data sheet system</p>

	<p>levels, we will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to incremental or common assessments and vertical alignment. Elementary teachers will continually refine grade level common assessments.. Ultimately, we will work towards continually analyzing data from quality formative assessments so that we know exactly where each of our students are and how to grow each of them. We will also work on using our CERT and MAP growth data to plan for instruction and personalized learning.</p>			
	<p><b>Scope and Sequence/Curriculum Map Work</b> - We will work in grade levels and vertically in departments to refine our scope and sequence for literacy and math at each grade level as well as review end of course/end of grade expectations at each level. We will also work to develop or refine common assessments at each grade level and being able to use that data to inform instruction.</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
	<p><b>Text Complexity Work</b>- Over the next three years, we will work with teachers on understanding and increasing text complexity as well as task complexity in all content areas. Students should be reading and writing in all courses. We</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0

		<p>will also work on vertical alignment so that students have a complete, coherent, and intentional experience. Finally, we will work to define the texts that each student should read before leaving Beechwood.</p>			
		<p><b>Differentiation Work-</b> Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population. There is also a focus on our exceptional populations of English learners, special education, gifted and talented, and primary talent pool. The focus is both on services and professional learning for staff.</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		<p><b>EDGE Program-</b> As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The Beechwood EDGE addresses the following: To be globally competitive,</p>	All Assessment Scores Student Products	Throughout the year	\$0

	<p>our children need exposure to new content, problem solving, industry engagement, and leadership opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an “edge.” There was a clear consensus: we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.</p>				
	<p><b>Teacher Leadership Teams</b> -Each school’s leadership team (department chairs or elementary leadership team) will work to regularly review processes, programs, structures, and best practices to ensure that they support continuous improvement. Data-driven suggestions will be made by these teams to support a rigorous curriculum and high-quality instruction.</p>	<p>Kentucky Summative Assessment Scores MAP scores AP scores Stanford 10 scores EDGE Products</p>	<p>May 2026 Results September 2026</p>	<p>*TBD depending on team recommendations</p>	
	<p><b>Middle Grades Work Sessions</b>-We will have a half day for 5th - 8th grade</p>	<p>Kentucky Summative</p>	<p>May 2026</p>	<p>\$0</p>	

		<p>teachers as well as department chairs in departments to work together on end of grade level expectations, curriculum alignment, strategies, and professional learning.</p>	Assessment Scores	Results September 2026	
		<p><b>Individual Student Intervention</b> - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. We have a focus in our strategic plan of refining and improving MTSS processes.</p>	Kentucky Summative Assessment Scores	<p>May 2026 Results September 2026 Progress monitoring data on individual students</p>	\$0
<p>Objective 2: In the high school, we will increase the percentage of AP exams that are passed (defined by a score of 3 or higher) and will increase our ACT/SAT average.</p>	KCWP 3: Design & Deliver Assessment Literacy	<p><b>AP Action Plans</b>- AP teachers will continue to implement AP Action Plans. These are used to analyze the previous year's data as well as historical data, set proficiency and growth goals, and outline actionable steps to accomplish those goals both through student support and professional learning.</p>	AP Exam Results	<p>May 2026 Results July 2026</p>	\$0
	KCWP 4: Review, Analyze, & Apply Data	<p><b>AP Professional Learning</b>- AP teachers will participate in professional learning</p>	AP Exam Results	<p>May 2026</p>	\$3000

	KCWP 5: Design, Align, & Deliver Support	each year through visits to or collaboration with other schools with proven AP results and/or attending AP professional development (1 day workshops, 5 day workshops, or AP Reader training). Some AP teachers are also leading AP roundtables to discuss strategies and best practices with AP teachers from other schools.		Results July 2026	
	KCWP 6: Establishing Learning Culture & Environment	<b>AP Saturday-</b> Teacher leaders are working to implement our annual AP Saturday in order for students to review, learn strategies, and get excited for AP exams. They will be able to have sessions with each AP class.	AP Exam Results	May 2026 Results July 2026	\$1,000
		<b>Albert.IO-</b> We will use this program as a tool in AP classes to provide our students with high-quality practice. We will also use this to assess and collect data to inform instruction.	AP Exam Results	May 2026 Results July 2026	\$2500
		<b>CERT-</b> We will use this program as a tool in 9th - 11th grade classes to provide our students with high-quality, SAT-like practice. We will also use this to assess and collect data to inform instruction. CERT also has teaching and learning tools for both teachers and students to use to improve SAT results.	ACT Results	March 2026 May 2026	\$5000

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

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

**Red - 2025 KSA decreased from 2024. Behind working towards our goal.**

**Orange - 2025 KSA on track/in-progress towards our goal.**

**Green - 2025 KSA met or surpassed the 2025 goal.**

Goal 2A: By 2025, the elementary school will increase the percentage of proficient/distinguished science students to 65%. **In 2025 - 71%.** Since this was an increase from the previous year and we far surpassed our goal, **we will set a goal of 73% for 2028.**

Goal 2B: By 2025, the elementary school will increase the percentage of proficient/distinguished social studies students to 71%. **In 2025 - 58%.** Since this was a decrease from the previous year and we did not meet our goal in 2025, **we will set a goal of 70% for 2028.**

Goal 2C: By 2025, the elementary school will increase the percentage of proficient/distinguished writing students to 89%. **In 2025 - 62%.** Since this was a decrease from the previous year and we did not meet our goal in 2025, **we will set a goal of 70% for 2028.**

Goal 2D: By 2025, the middle school will increase the percentage of proficient/distinguished science students to 56%. **In 2025 - 64%.** Since this was an increase from the previous year and we far surpassed our goal, **we will set a goal of 67% for 2028.**

Goal 2E: By 2025, the middle school will increase the percentage of proficient/distinguished social studies students to 61%. **In 2025 - 71%.** Since this was an increase from the previous year and we far surpassed our goal, **we will set a goal of 73% for 2028.**

Goal 2F: By 2025, the middle school will increase the percentage of proficient/distinguished writing students to 71%. **In 2025 - 71%.** Since this was an increase from the previous year and we met our goal, **we will set a goal of 73% for 2028.**

Goal 2G: By 2025, the high school will increase the percentage of proficient/distinguished science students to 41%. **In 2025 - 33%**. Since this was an increase from the previous year but we have not met our goal, **we will set a goal of 40% for 2028**. Note - the science exam changed and a new standard setting in 2025.

Goal 2H: By 2025, the high school will increase the percentage of proficient/distinguished social studies students to 65%. **In 2025 - 58%**. Since this maintained from the previous year but we have not met our goal, **we will keep the goal of 65%**.

Goal 2I: By 2025, the high school will increase the percentage of proficient/distinguished writing students to 66%. **In 2025 - 63%**. Since this was a decrease from the previous year and we did not meet our goal in 2025, **we will keep the goal of 66% for 2028**.

Goal 2J: By 2025, the high school AP pass rate (3 or above) will increase to 60%. **(school-added goal) In 2025 - 77.8%**. Since this was an increase from the previous year and we far surpassed our goal, **we will set a goal of 80% for 2028**.

Goal 2K: By 2025, the high school ACT mean will increase to 24. **(school-added goal) In 2025 - 23.6**. Since the state has moved the junior college admissions exam to the SAT instead of the ACT, we will not set a new ACT goal. We will establish an SAT goal after we establish a baseline in the spring of 2026.

Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li></ul>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li></ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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		<ul style="list-style-type: none"> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The elementary, middle, and high school levels will increase the percentage of students scoring proficient and distinguished on science, social studies, and writing.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 3: Design & Deliver Assessment Literacy	<b>Department Days and Vertical Grade Level Work Sessions</b> – In addition to their monthly work sessions together, teachers will have Department Days each year to engage in professional learning and collaboration to improve reading and writing strategies, instruction, assessment, data analysis to improve instruction, and aligned curriculum with SAT/AP skills embedded. We will also work on end of course expectations/vertical alignment of curriculum maps so that students have a complete, coherent, and intentional experience. EDGE experiences and challenges will also be discussed to increase experiential	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$2,000 for substitutes

	<p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p>learning and development of EDGE core concepts for all students. Teachers will also have the opportunity to visit successful schools and/or attend professional development to learn strategies to create more personalized learning. Each department or grade level has developed goals that they are working on throughout the year in their work sessions and department days. They are sharing progress towards the goals at monthly meetings and then will share with SBDM Councils in the spring.</p>			
	<p><b>District Professional Learning</b> <b>Innovation Teams</b> – Any staff in the district can participate in professional learning innovation teams to work towards aspects within the district five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group will be mixed with elementary and high school staff members and the team will be facilitated by a member of the district cabinet. The teams will conduct a needs assessment, conduct research on improvement strategies, engage in professional learning in the goal area, and will then create proposals and action steps for implementation. All of the innovation</p>	<p>Data Sheet &amp; Student EDGE Experiences, Implementation of New Initiatives along with methods to measure success</p>	<p>Throughout the year</p>	<p>\$2000 for substitutes for site visits or PD, if needed</p>	

		teams will directly or indirectly impact student achievement and growth. These are directly tied to our 3-year strategic plan.			
		<b>Professional Learning Communities and Team Meetings</b> - High school teachers will participate in monthly planning period PLC meetings. Elementary grade level teams participate in weekly team meetings. This will allow for all to work with and learn from colleagues. We will use this time for professional learning, sharing, and goal setting. We will explicitly work on school goals as well as individual professional learning goals during this time.	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		<b>Assessment Literacy Work/Incremental Assessments/Data Analysis</b> - Teachers will engage in regular assessment literacy review to improve how we are assessing students and collecting data to inform instruction. At the appropriate grade levels, we will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to incremental or common assessments and vertical alignment. Elementary teachers will continually refine grade level common assessments.. Ultimately, we will work	Data Sheet Incremental assessment scores	Assessment calendar throughout the year	\$7000 – Pear Assessment for incremental and common assessments. \$0 - For in-house data sheet system

		<p>towards continually analyzing data from quality formative assessments so that we know exactly where each of our students are and how to grow each of them. We will also work on using our CERT and MAP growth data to plan for instruction and personalized learning.</p>			
		<p><b>Differentiation Work-</b> Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population. There is also a focus on our exceptional populations of English learners, special education, gifted and talented, and primary talent pool. The focus is both on services and professional learning for staff.</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		<p><b>EDGE Program-</b> As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The</p>	All Assessment Scores Student Products	Throughout the year	\$0

	<p>Beechwood EDGE addresses the following: To be globally competitive, our children need exposure to new content, problem solving, industry engagement, and leadership opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an “edge.” There was a clear consensus: we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.</p>			
	<p><b>Teacher Leadership Teams</b> -Each school’s leadership team (department chairs or elementary leadership team) will work to regularly review processes, programs, structures, and best practices to ensure that they support continuous improvement. Data-driven suggestions will be made by these teams to support a rigorous</p>	<p>Kentucky Summative Assessment Scores MAP scores AP scores Stanford 10 scores EDGE Products</p>	<p>May 2026 Results September 2026</p>	<p>*TBD depending on team recommendations</p>

		curriculum and high-quality instruction.			
		<p><b>Explicit Writing Professional Development-</b> We will work with teachers on improving writing across the curriculum. Through PLC meetings, grade level team meetings, Department Days, department work sessions, faculty work sessions, PD days, and/or individual trainings, we will incorporate new writing strategies and monitor student growth in writing. Specifically this year, the English department is working on a writing and research continuum as well as examining student work. They are also collaborating with the social studies department on guaranteed writing experiences and calibrating scoring, rubrics, and strategies used with students. We have implemented CER (claim-evidence-reasoning) districtwide K-12 and continue to work to improve. Elementary also is implementing principal prompts for writing experiences across grade levels. Teachers from both buildings are attending Smekens writing trainings.</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$2000 for PD
		<p><b>Middle Grades Work Sessions-</b> We will have a half day for 5th - 8th grade teachers as well as department chairs in departments to work together on</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0

		end of grade level expectations, curriculum alignment, strategies, and professional learning.			
		<b>Individual Student Intervention</b> - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. We have a focus in our strategic plan of refining and improving MTSS processes.	Kentucky Summative Assessment Scores	May 2026 Results September 2026 Progress monitoring data on individual students	\$0
Objective 2: In the high school, we will increase the percentage of AP exams that are passed (defined by a score of 3 or higher) and will increase our ACT/SAT average.	KCWP 3: Design & Deliver Assessment Literacy	<b>AP Action Plans</b> - AP teachers will continue to implement AP Action Plans. These are used to analyze the previous year's data as well as historical data, set proficiency and growth goals, and outline actionable steps to accomplish those goals both through student support and professional learning.	AP Exam Results	May 2026 Results July 2026	\$0
	KCWP 4: Review, Analyze, & Apply Data	<b>AP Professional Learning</b> - AP teachers will participate in professional learning each year through visits to or collaboration with	AP Exam Results	May 2026 Results July 2026	\$3000

	<p>&amp; Deliver Support</p> <p>KCWP 6: Establishing Learning Culture &amp; Environment</p>	<p>other schools with proven AP results and/or attending AP professional development (1 day workshops, 5 day workshops, or AP Reader training). Some AP teachers are also leading AP roundtables to discuss strategies and best practices with AP teachers from other schools.</p> <p><b>AP Saturday-</b> Teacher leaders are working to implement our annual AP Saturday in order for students to review, learn strategies, and get excited for AP exams. They will be able to have sessions with each AP class.</p> <p><b>Albert.IO-</b> We will use this program as a tool in AP classes to provide our students with high-quality practice. We will also use this to assess and collect data to inform instruction.</p> <p><b>CERT-</b> We will use this program as a tool in 9th - 11th grade classes to provide our students with high-quality, SAT-like practice. We will also use this to assess and collect data to inform instruction. CERT also has teaching and learning tools for both teachers and students to use to improve SAT results.</p>			
			AP Exam Results	May 2026 Results July 2026	\$1,000
			AP Exam Results	May 2026 Results July 2026	\$2500
			ACT Results	March 2026 May 2026	\$5000

### 3: English Learner Progress

\*\*\* Beechwood Independent Schools does not currently have enough EL students to have public data available. However, our general goal is to support all English Learners in growing in all areas of the ACCESS test - listening, speaking, reading, and writing. Our goal is for all students to increase their ACCESS scores from one year to the next.

<p>Which <b>Strategy</b> will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment -</a></li></ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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		<u><a href="#">Continuous Improvement Activities</a></u>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The elementary, middle, and high school levels will increase the percentage of students with scores improving on the ACCESS test.	KCWP 1: Design and Deploy Standards	<b>EL Professional Learning</b> - Our EL teacher will work with teachers on specific strategies that they can use in classrooms to better support our EL students. This will occur throughout the year in PLCs, team meetings, PD Days, external PD, etc.	ACCESS Assessment Scores	January 2026 Results September 2026	\$1000 for external PD
	KCWP 2: Design and Deliver Instruction	<b>EL Push In and Pull Out Services</b> - Our EL teacher is devoting more time to both schools and is not just pulling out individual and small groups for services but is pushing into our classes so that students can receive support in the general education classroom. This also fosters collaboration between the EL and general education teachers.	ACCESS Assessment Scores	January 2026 Results September 2026	\$0
	KCWP 3: Design & Deliver Assessment Literacy	<b>Counseling Services</b> - Our counselors will specifically work with EL students for scheduling to be sure that they are aware of opportunities available to them such as courses that might be applicable to their future plans, AP, and dual credit courses. This will be beneficial for giving all of our students access to high-level experiences that promote growth.	EDGE, dual credit, and AP enrollment ACCESS Assessment Scores	January 2026 Results September 2026	\$0
	KCWP 4: Review, Analyze, & Apply Data				

		<p><b>Innovation Team</b> - One of our districtwide innovation teams this year is focused on Exceptional Populations - including English learners. This decision was made based on student, staff, and community feedback. This team is comprised of administrators and staff members who are working to implement new initiatives to better support our EL population, families, welcome newcomers, and support teachers in learning and utilizing strategies to support English Learners in the classroom.</p>	ACCESS Assessment Scores and Surveys	Ongoing	TBD based on innovation team recommendations
		<p><b>Individual Student Intervention</b> - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. We have a focus in our strategic plan of refining and improving MTSS processes.</p>	Kentucky Summative Assessment Scores	<p>May 2026 Results September 2026 Progress monitoring data on individual students</p>	\$0

#### 4: Quality of School Climate and Safety

**Red - 2025 KSA decreased from 2024. Behind working towards our goal.**

**Orange - 2025 KSA on track/in-progress towards our goal.**

**Green - 2025 KSA met or surpassed the 2025 goal.**

Goal 4A: By 2025, the elementary school will increase the Quality of School Climate and Safety Survey to reach very high status (blue). **In 2025 - high status (green).** **We will keep our goal of reaching a very high status (blue) for 2028.**

Goal 4B: By 2025, the middle school will increase the Quality of School Climate and Safety Survey to reach very high status (blue). **In 2025 - high status (green).** **We will keep our goal of reaching a very high status (blue) for 2028.**

Goal 4C: By 2025, the high school will maintain the Quality of School Climate and Safety Survey at very high status (blue - the highest level). **In 2025 - very high status (blue).** **We will keep our goal of maintaining a very high status (blue) for 2028.**

<p>Which <b>Strategy</b> will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li></ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li></ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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<ul style="list-style-type: none"> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>				
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	
Objective 1: The elementary, middle, and high school levels will increase the Quality of School Climate and Safety scores.	KCWP 1: Design and Deploy Standards	<p><b>Culture &amp; Climate Committee-</b> The committee will regularly meet to work on improving the learning and leadership culture at Beechwood, including motivation and recognition for both students and staff.</p> <p>Implementation and communication of The Beechwood Way to see those statements put into action will be a large part of this work.</p>	QSCS Survey Results	May 2026 Results September 2026	\$500	
	KCWP 2: Design and Deliver Instruction					
	KCWP 3: Design & Deliver Assessment Literacy	<p><b>Check &amp; Connect-</b>Students who are struggling academically, behaviorally, or social/emotionally will be assigned a “Check and Connect” mentor that will meet with them regularly to establish a positive relationship, intervene based on the student’s need, and communicate with the family.</p>	QSCS Survey Results	May 2026 Results September 2026	\$0	
	KCWP 4: Review, Analyze, & Apply Data					

	<p><b>Wellness Lessons</b> - Our counseling department is working on a K-12 wellness curriculum and system of support. This will support our students' growth and allow them to develop skills that will support their development personally and academically. Students will have lessons from the counselors in classes starting with weekly lessons in K-6, monthly lessons in 7th grade, quarterly in 8th grade, and periodically in 9th - 12th grade.</p> <p><b>Safety Committee</b>- Our district safety committee is composed of emergency responders, district staff, school administrators, teachers, counselors, and the school psychologist to continually review student safety. We need to also communicate safety improvements and work to students through grade level meetings/updates.</p> <p><b>Trauma-Informed Care Team</b>- Our school psychologist, counselors, and an administrator from each building serve on the Trauma-Informed Care Team to look at our practices and inform new strategies to support students.</p> <p><b>District Professional Learning Innovation Teams</b> – Any staff in the district can participate in professional</p>	<p>QSCS Survey Results</p>	<p>May 2026 Results September 2026</p>	<p>\$0</p>

		<p>learning innovation teams to work towards aspects within the district five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group will be mixed with elementary and high school staff members and the team will be facilitated by a member of the district cabinet. The teams will conduct a needs assessment, conduct research on improvement strategies, engage in professional learning in the goal area, and will then create proposals and action steps for implementation. All of the innovation teams will directly or indirectly impact student achievement and growth. These are directly tied to our 3-year strategic plan.</p>	<p>Implementation of New Initiatives along with methods to measure success</p>		
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## 5: Gap

### State your **Gap** Goal

\*\*\* Beechwood Independent Schools does not currently have enough students with IEPs, EL students, or economically disadvantaged students in some grade levels to have public data available. However, our general goal is to increase the percentage of students in these populations scoring proficient or distinguished in all areas. Internally, teachers have goals set for these areas.

Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another</i>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or
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<p>research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>helpful resource. Provide a brief explanation or justification for the activity.</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<p>activities, and necessary funding to execute the activity or activities.</p>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: The elementary, middle, and high school levels will increase the percentage of free/reduced lunch students scoring proficient/distinguished.</p> <p>Objective 2: The elementary, middle, and high school levels will increase the percentage of students with</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design &amp; Deliver</p>	<p><b>Individual Student Intervention</b> - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency. We have a focus in our strategic plan of refining and improving MTSS processes.</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2026 Results September 2026 Progress monitoring data on individual students</p>	<p>\$0</p>

<p>disabilities scoring proficient/distinguished.</p> <p>Objective 3: The elementary, middle, and high school levels will increase the percentage of EL students scoring proficient/distinguished.</p>	<p>Assessment Literacy</p> <p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p><b>Professional Learning Communities and Team Meetings</b> - High school teachers will participate in monthly planning period PLC meetings. Elementary grade level teams participate in weekly team meetings. This will allow for all to work with and learn from colleagues. We will use this time for professional learning, sharing, and goal setting. We will explicitly work on school goals as well as individual professional learning goals during this time.</p> <p><b>Special Education Department Days and One-on-Ones</b>-The Special Education team will be given a day each quarter to engage in professional learning and collaboration to improve strategies, instruction, and assessment with regular education teachers. Each teacher will also have a one-on-one each month to work on individual professional learning and improvement work for their caseloads with our Special Education Director. This year, our department is receiving extra training in writing IEPs, goals, and supporting students through specially designed instruction. They will set goals specifically aligned to MAP, CERT, and KSA.</p> <p><b>Study Skills Classes</b>-The collaborative team will teach middle and high school study skills' classes where they have the opportunity to work with not only special education students, but those who are struggling. This will be a period in the day to work on executive functioning skills, organization, task completion, touching base on missing assignments, and building study habits.</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2026 Results September 2026</p>	<p>\$0</p>
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	<p><b>Differentiation Work</b>- Teachers will participate in professional learning regarding differentiation, remediation/intervention strategies, and addressing the gap population. There is also a focus on our exceptional populations of English learners, special education, gifted and talented, and primary talent pool. The focus is both on services a</p> <p><b>Check &amp; Connect</b>-Students who are struggling academically, behaviorally, or social/emotionally will be assigned a “Check and Connect” mentor that will meet with them regularly to establish a positive relationship, intervene based on the student’s need, and communicate with the family.</p> <p><b>Innovation Team</b> - One of our districtwide innovation teams this year is focused on Exceptional Populations. This decision was made based on student, staff, and community feedback. This team is comprised of administrators and staff members who are working to implement new initiatives to better support our EL, GT, PTP, and SpEd populations, families, welcome newcomers, and support teachers in learning and utilizing strategies to support exceptional populations in the classroom.</p> <p><b>Tutoring</b>-We have a tutoring program for elementary, middle, high school students two days each week after school to meet students’ needs and ensure that they are getting extra instruction, if needed. If a student is failing classes, he/she will be required to participate in tutoring until passing. Saturday tutoring is also available, if needed.</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		Kentucky Summative Assessment Scores Behavior Data Attendance Data	May 2026 Results September 2026	\$0
		ACCESS Assessment Scores and Surveys	Ongoing	TBD based on innovation team recommendations
		Kentucky Summative Assessment Scores	May 2026 Results September 2026	Paid for through ESS funds

	<p><b>Virtual Learning Lab</b>-To support students on APEX, online dual credit, as well as other students who may be struggling, we have a Virtual Learning Lab and VLL Facilitator to support these students and monitor their progress.</p> <p><b>Elementary Intervention Classes</b>- This year we will continue elementary intervention classes for each grade level. We have a full-time interventionist this school year and a classified support interventionist. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic success. Data review meetings occur every 6-8 weeks to review students' progress and make changes to interventions and supports based on students' needs.</p> <p><b>Middle and High School English/Math Lab Classes</b>-This year we will continue English/Math Lab classes for each grade level. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic success. Data review meetings will occur each quarter to review students' progress and make changes to interventions and supports based on students' needs.</p> <p><b>Wellness Lessons</b> - Our counseling department is working on a K-12 wellness curriculum and system of support. This will support our students' growth and allow them to develop skills that will support their development personally and academically. Students will have lessons from the counselors in classes</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	Staffing & Classroom

		starting with weekly lessons K-6, monthly lessons in 7th grade, quarterly in 8th grade, and periodically in 9th - 12th grade.			
		<b>EDGE Program</b> - As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The Beechwood EDGE addresses the following: To be globally competitive, our children need exposure to new content, problem solving, industry engagement, and leadership opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an “edge.” There was a clear consensus: we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.	All Assessment Scores Student Products	Throughout the year	\$0
		<b>EL Professional Learning</b> - Our EL teacher will work with teachers on specific strategies that they can use in classrooms to better support our EL students.	ACCESS Assessment Scores	January 2026 Results September 2026	\$0

		<b>EL Push In and Pull Out Services</b> - Our EL teacher is devoting more time to both schools and is not just pulling out individual and small groups for services but is pushing into our classes so that students can receive support in the general education classroom. This also fosters collaboration between the EL and general education teachers.	ACCESS Assessment Scores	January 2026 Results September 2026	\$0
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## 6: Graduation rate

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

**Red - 2025 KSA decreased from 2024. Behind working towards our goal.**

**Orange - 2025 KSA on track/in-progress towards our goal.**

**Green - 2025 KSA met or surpassed the 2025 goal.**

Goal 6A: By 2025, the high school will increase the graduation rate from 94.5% to 100%. In 2025 - 100% for 5-year cohort. 97.2% for 4-year cohort. Since this is an increase from the previous year, **we will maintain our goal of 100% graduation rate for 2028.**

Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> </ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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<ul style="list-style-type: none"> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes
Objective 1: We will decrease the number of students who are at-risk of failing.	KWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<p><b>Individual Student Intervention</b> - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.</p> <p><b>Check &amp; Connect</b>-Students who are struggling academically, behaviorally, or social/emotionally will be assigned a "Check and Connect" mentor that will meet with them regularly to establish a positive relationship,</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026 Progress monitoring data on individual students

		<p>intervene based on the student's need, and communicate with the family.</p>	<p>Behavior Data Attendance Data</p>		
		<p><b>English/Math Lab Classes</b>-This year we will continue English/Math Lab classes for each grade level. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic success. Data review meetings occur each quarter to review students' progress and make changes to interventions and supports based on students' needs. The senior English/Math lab classes specifically work on postsecondary readiness for every student including SAT, KYOTE, dual credit, AP, and/or work-based learning.</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2026 Results September 2026</p>	<p>\$0</p>
		<p><b>Study Skills Classes</b>-The collaborative team will teach study skills' classes where they have the opportunity to work with not only special education students, but those who are struggling. This will be a period in the day to work on executive functioning skills, organization, task completion, touching base on missing assignments, and building study habits.</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2026 Results September 2026</p>	<p>\$0</p>
		<p><b>Special Education Department Days and One-on-Ones</b>-The Special Education team will be given a day each quarter to engage in professional learning and collaboration to improve strategies, instruction, and assessment with regular education teachers. Each teacher will also have a one-on-one each month to work on individual professional learning and improvement work for their caseloads with our Special Education Director. This year, our department is receiving extra training in writing IEPs, goals, and supporting students through specially</p>	<p>Kentucky Summative Assessment Scores MAP scores CERT scores Stanford 10 scores</p>	<p>May 2026 Results September 2026</p>	<p>\$1000 for substitutes</p>

		designed instruction. They will set goals specifically aligned to MAP, CERT, and KSA.			
		<p><b>Culture &amp; Climate Committee-</b> The committee will regularly meet to work on improving the learning and leadership culture at Beechwood, including motivation and recognition for both students and staff. Implementation and communication of The Beechwood Way to see those statements put into action will be a large part of this work.</p>	Kentucky Summative Assessment Scores Graduation Rate	May 2026 Results September 2026	\$500
Objective 2: We will increase the number of students who are on college or career pathways.	KCWP 5: Design, Align, and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	<p><b>College Credit/Opportunity Communication-</b>Counselors and administrators will advise students and parents on opportunities for pathways to college credit acquisition, including Dual Credit and Advanced Placement courses. We will ensure that our Program of Studies/Course Guide also clearly communicates these opportunities and their value. We will build and enhance these programs to improve pass rate, engagement, and participation of all populations at all high school grade levels. Support through partnerships with local colleges and universities (Thomas More College, NKU, and Gateway) will be crucial for this work. This is a major task of the counseling department – to communicate opportunities and services to all students and parents at every grade level.</p> <p><b>Pre-AP Curriculum &amp; Recruitment-</b>We will implement pre-AP curriculums and programs (such as HMH and enVision) to better prepare our students for AP courses. We will also work to recruit students to AP classes through communicating the value of AP and talking with pre-AP classes in the spring. We will continue to evaluate AP offerings and work with the middle grades and above to ensure the curriculum is aligned.</p>	AP & Dual Credit Enrollment Numbers AP Pass Rate	July 2026	\$300

		<p><b>EDGE Program-</b> As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The Beechwood EDGE addresses the following: To be globally competitive, our children need exposure to new content, problem solving, industry engagement, and leadership opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an “edge.” There was a clear consensus: we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.</p> <p><b>APEX</b> - offer a variety of online courses to meet the needs of students seeking credit on an individualized basis.</p>	All Assessment Scores Student Products	Throughout the year	\$0
			Graduation Rate	May of 2026	\$6,000

## 7: Postsecondary Readiness

State your Postsecondary Readiness Goal-High School Only

**Red - 2025 KSA decreased from 2024. Behind working towards our goal.**

**Orange - 2025 KSA on track/in-progress towards our goal.**

**Green - 2025 KSA met or surpassed the 2025 goal.**

Goal 7A: By 2025, the high school will increase the postsecondary readiness indicator from 94.1% to 100%. **In 2025 - 100%. We will maintain our goal of 100% postsecondary readiness for 2028.**

Which <b>Strategy</b> will the school/district use to address this goal? ( <i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i> )	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? ( <i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> ) <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: In the middle school, we will increase the reading and math	KCWP 2: Design and Deliver Instruction	<b>Individual Student Intervention</b> - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0

student growth percentile.	KCWP 4: Review, Analyze, and Apply Data	<p>data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 6-8 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.</p>		Progress monitoring data on individual students	
	KCWP 5: Design, Align, and Deliver Support	<p><b>Professional Learning</b>  <b>Communities</b>-Teachers will participate in monthly planning period PLC meetings. This will allow for them to work with and learn from colleagues outside of their department. We will use this time for professional learning, sharing, and collaboration. We will explicitly work on school goals as well as individual professional learning goals during this time. This work contributes to a staff-wide approach to working on postsecondary readiness.</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		<p><b>English/Math Lab Classes</b>-This year we will continue English/Math Lab classes for each grade level. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic success. This contributes to postsecondary readiness for all students. Data review meetings occur to review</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0

		<p>students' progress and make changes to interventions and supports based on students' needs. Students in senior lab classes will be solely focused on meeting benchmark and achieving postsecondary readiness - whether through the ACT, KYOTE tests, dual credit, AP, and/or work-based learning.</p>			
		<p><b>Study Skills Classes</b>-The collaborative team will teach study skills' classes where they have the opportunity to work with not only special education students, but those who are struggling. This will be a period in the day to work on executive functioning skills, organization, task completion, touching base on missing assignments, and building study habits. This is also a great time to support any students who may need help achieving postsecondary readiness.</p>	Kentucky Summative Assessment Scores	<p>May 2026 Results September 2026</p>	\$0
		<p><b>District Professional Learning</b> <b>Innovation Teams</b> – Any staff in the district can participate in professional learning innovation teams to work towards aspects within the district five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group will be mixed with elementary and high school staff members and the team will be facilitated by a member of the district cabinet. The teams will conduct a needs assessment, conduct research on improvement</p>	Data Sheet & Student EDGE Experiences, Implementation of New Initiatives along with methods to measure success	<p>Throughout the year</p>	<p>\$2000 for substitutes for site visits or PD, if needed</p>

		<p>strategies, engage in professional learning in the goal area, and will then create proposals and action steps for implementation. All of the innovation teams will directly or indirectly impact culture, climate, and safety. This work is all directly tied to our 3-year strategic plan.</p>			
		<p><b>Assessment Literacy Work/Incremental Assessments/Data Analysis</b> - Teachers will engage in regular assessment literacy review to improve how we are assessing students and collecting data to inform instruction. At the appropriate grade levels, we will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to incremental or common assessments and vertical alignment. Elementary teachers will continually refine grade level common assessments.. Ultimately, we will work towards continually analyzing data from quality formative assessments so that we know exactly where each of our students are and how to grow each of them. We will also work on using our CERT and MAP growth data to plan for instruction and personalized learning.</p>	Data Sheet Incremental assessment scores	Assessment calendar throughout the year	\$7000 – Pear Assessment for incremental and common assessments. \$0 - For in-house data sheet system
		<p><b>CERT</b>-We will use this program as a tool in 9th - 11th grade classes to provide our students with high-quality, SAT-like practice. We will also use this to assess</p>	ACT and SAT Results	March 2026 May 2026	\$5000

		<p>and collect data to inform instruction. CERT also has teaching and learning tools for both teachers and students to use to improve SAT results. Since SAT is our primary method of students reaching postsecondary readiness, this will be incredibly beneficial for this goal. In this transition year from ACT to SAT, students will be reaching postsecondary readiness in both ways. Our district will pay for any current juniors to take the ACT if they choose to do so in addition to the SAT.</p>			
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## **District Safety Report**

### **Questions Related to the Adoption and Implementation of the Emergency Plan**

- 1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?**

*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, should not be reported herein until the 2022-2023 school year and beyond.*

Yes. 05.4 - Safety.

- 2. Has each 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)? If all schools in the district have NOT met the requirement, respond “no” and please explain further 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 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.

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

Yes.

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

Yes.

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

Yes.

**6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?**

Yes.

**7. Are practices in place to control access to each 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)?**

Yes.

**8. Was each 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 by required by KRS 158.162(2)©?**

Yes. - May 29, 2025 - District Safety Committee with principals, council members, and first responders.

Then SBDM Councils approved: July 2, 2025 (elementary) and July 9th, 2025 (high school).

**9. Did each 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 date the school completed this discussion in the comment box. If the answer is “no”, please explain in the comment box.*

Yes. – 8/12/2025

**10. 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.

**11. Has the cardiac emergency response plan for each school 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.**

Yes.

**12. During the first 30 instructional days of the current school year, did the principal in each school conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log? If all schools in the district did NOT meet the requirement, respond “no” and please explain further in the comment box.**

Yes.

**13. During the month of January during the prior school year, did the principal in each school conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and**

**maintained on file? If all schools in the district did NOT meet the requirement, respond “no” and please explain further in the comment box.**

Yes.

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

Yes.

**15. 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.**

Yes.

**16. Do all schools in the district have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline, and the Safe Haven Baby Boxes Crisis Line displayed prominently as required by KRS 156.095? Downloadable posters are available on KDE's Human Trafficking Website.**

Yes.

## **District Assurances**

[Link to Required District Assurances for 2025-2026](#)

## **Superintendent Gap Assurance**

[Link to Superintendent Gap Assurance for 2025-2026](#)