

Beechwood High School

CSIP

2025- 2026



Alan Yanke
54 Beechwood Road
Fort Mitchell, KY 41017

Approved by the SBDM Council on January 7, 2026

Table of Contents

Executive Summary.....	2
Needs Assessment.....	9
Comprehensive Improvement Plan.....	16
School Safety Report.....	50
School Assurances.....	55

Beechwood High School

Executive Summary

Description of the School: Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Beechwood High School is a public school system located in Fort Mitchell, Kentucky with approximately 750 students in grades 7th through 12. Each graduating class has about 125 students. 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. Beechwood High School have been named National Blue Ribbon School. 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, with a comprehensive construction project renovating the high school (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 42 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.

School Stakeholders: Identify and describe the school's stakeholder groups. How does the school 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

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

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

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

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

"We design teaching and learning focused on students."

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

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

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

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

The **B**eechwood Way

We design teaching and learning focused on students.

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

We are a uniquely intimate community developing globally competitive students.

wearebeechwood.

We are Learners

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

We are Leaders

We are safe.
We are respectful.
We are responsible.
We are proud.

Notable Achievements and Areas of Improvement: Describe the school's notable achievements and areas of improvement in the last three years.

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. The middle schools overall Blue Rating ranked it 7th with increases in reading and math, science, social studies, editing, and writing along with a High Rating on the Climate and Safety Survey. Beechwood High school achieved a Blue Rating ranking it 15th in the state with increases in the areas of science, social studies, editing and writing, post secondary readiness, and graduation rate while maintaining a Very High rating in reading and math along with the Climate and Safety Survey. Beechwood High School is a National Blue Ribbon School. 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 new Esports team was created a couple of years ago and won state in 2022. In 2019, 2021, and 2023, our Marching Band won the Class 2A state championship. We have forensics individual state champions and our choir has earned the highest rating (Distinguished) at state. We also have seen successes in extracurriculars and community service. We have Seminar students working with community and business partners to solve problems using the skills they have acquired, and our students are serving through various organizations such as the NHS, NJHS, Student Council, and Tiger Ambassadors. Beechwood 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.

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

See the Beechwood Strategic 3 Year Plan which is attached: [Leading Together, Excellence in Action](#)

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

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

Needs Assessment

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

Protocol

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

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

Review of Previous Plan

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

All goals, objectives, strategies, and activities from the 24-25 CSIP have been implemented and much of the work continues on to this year. Initiatives for reading and math intervention, writing, differentiation, and aligning curriculum were successful. In addition, we continue to work to improve experiential learning and our EDGE program. This was successful as well with increased internships, EDGE challenges in a variety of classes, and increased business/university partners. Our focus has not shifted for 25-26, but rather, last year's CSIP has informed this year's plan as we continue to grow in similar areas including EDGE (challenge maps, focus on the core concepts, and defenses of learning including the addition of our senior year defenses of learning), standards and assessment (AP, ACT, KSA), instructional outcomes (curriculum maps, summative assessments, and teacher PGPs), counseling (calendars of support for wellness plan, college/career plan, and academic support), and our district cohort work (personalized learning/community engagement, leadership, and culture/wellness).

Successful data:

- AP pass rate of 77.80 % in 2025 was up from 70.45 % in 2024 and 10% higher from 67.20%
- In 2025, our mean ACT composite score was 23.60, up from 22.33 in 2024
- ACT subscore means scores:
 - English - (2025) 24.6 (2024) 22.74 (2023) 24.19
 - Reading - (2025)23.5 (2024) 21.76 (2023) 22.51
 - Math - (2025)22.4(2024) 22.10 (2023) 22.40
 - Science - (2025)23.3 (2024) 22.23 (2023) 22.30
- KSA Data

- 7th grade math - Proficient & Distinguished 40% pts higher than the state average
- 7th grade science - Proficient & Distinguished 35% pts higher than state average
- 8th social studies - Proficient & Distinguished 32% pts higher than state average
- 8th grade writing - Proficient & Distinguished 14% pts above state was a great school improvement.
- 10th math - Proficient & Distinguished 35% pts higher than state average

Trends

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

Our Current Academic State:

- AP Statistics only 38% of our students scored a 3+ when the global mean was 60.3%
- AP Physics only 44.4 % of our students scored a 3+ when the global mean 67.4.3%
- KSA Data: 8th Grade Reading 57% Proficient/Distinguished will work towards continued growth.
- KSA Data: 11th Grade Science 33% Proficient/Distinguished will work towards continued growth.
- KSA Data: 11th Grade Writing 58% Proficient/Distinguished and will works towards continued growth.

Non-Academic Current State:

- The number of behavior referrals decreased from 132 in 2023-24 to 105 in 2024-2025.
- In 2025, we had a 97.6 % graduation rate and will look for ways to reach 100%
- 90% of students are involved in extracurricular activities. Numerous athletic teams, clubs, and the arts won many awards last year.
- Our staff took an Impact Working Conditions survey in 2025 and the results were not yet released.

Current State of Academics and Climate and Culture

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

- During the 2024-2025 school year, Beechwood High School celebrated significant advancements in academic achievement, demonstrated by strong growth across multiple assessment areas. This momentum highlights the school's commitment to creating a rigorous and supportive learning environment for all students. Among the most notable successes was the performance on the ACT, where the composite score saw a marked increase in the spring of 2025, climbing to 23.60 from 22.33 in 2024. This upward trend indicates the effectiveness of the high school's college-preparatory programs. In Advanced Placement (AP) testing, the school also continued its pattern of improvement. With 560 students taking exams, the pass rate rose to an impressive 77.88%, up from 70.45% in 2024. These results, which are the best on record for Beechwood, reflect the dedication of both students and staff. Growth was not limited to the high school level, as Beechwood has committed to greater academic success in 7th and 8th-grade reading and math scores on the Kentucky Summative Assessment (KSA). An increase was seen in both areas with 7th grade math increasing to a level of Proficient & Distinguished 40% pts higher than the state average. The reading scores dropped 3% Proficient & Distinguished points from the previous year but were still 15% points above the state average. Implementation of more library resources, specific reading units in our HMH curriculum and reading time we hope to see greater improvement in this area. We see areas of improvement are directly linked to Beechwood's personalized learning approach. Using data from CERT, MAP, and national normed tests, and summative data, the school has developed personalized plans for every student in grades 9 through 12. This student-centered strategy helps ensure that each individual is placed on a pathway to success.

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

- Beechwood High School experienced positive outcomes during the 2024-2025 school year, with a notable improvement in student behavior and strong faculty retention. The number of behavior referrals decreased to 105 in 2024-2025, down from 132 during the previous academic year. In the KSA Student Survey 95% of the

high school students and 98% of the middle school students stated My School Is A Caring Place. In addition to working towards student climate and culture , the school demonstrated a commitment to its teaching staff. The school retained a high percentage of its faculty, with a 90% retention rate for the 2025-2026 school year, requiring only four new hires. 100% of teachers had personal meetings with administrators throughout the school year, fostering a collaborative and supportive environment. Teachers were given the opportunity to participate in personalized professional development (PD) programs, empowering them to choose the training that best enhanced their individual educational practices. 10 teachers presented at professional development sessions throughout the school year. New teachers have direct mentors along with counselor, admin, and central office check in's throughout the school year in a very comprehensive program helping them understand the Beechwood Way. These positive trends suggest an environment of stability and support for both students and faculty at Beechwood High School.

Strengths

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

- Among the most notable successes was the performance on the ACT, where the composite score saw a marked increase in the spring of 2025, climbing to 23.60 from 22.33 in 2024. This upward trend indicates the effectiveness of the high school's college-preparatory programs. In Advanced Placement (AP) testing, the school also continued its pattern of improvement. With 560 students taking exams, the pass rate rose to an impressive 77.88%, up from 70.45% in 2024. These results, which are the best on record for Beechwood, reflect the dedication of both students and staff.
- The latest Kentucky Summative Assessment (KSA) data highlights a period of exceptional academic achievement and school improvement across multiple grade levels. Students demonstrated significant mastery in core subjects, particularly in 7th-grade Math, where Proficient and Distinguished scores soared 40 percentage points above the state average. This trend of excellence continued in 7th-grade Science and 10th-grade Math, which both outperformed state benchmarks by 35 percentage points. The middle school social studies and writing programs also showed impressive gains; 8th-grade Social Studies exceeded the state average by 32 percentage points, while 8th-grade Writing marked a notable school improvement by finishing 14 percentage points above the state level.
- For our seniors, Beechwood has over 140 business partners with 100 students in grade twelve participating in

internships helping them obtain a real world, capstone experience finishing off the work in their minor classes.

Leverages/Assets

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

During the upcoming school year, Beechwood High School will intensify its focus on forging strong relationships with local businesses to provide students with essential real-world skills. By expanding its network to over 140 community partners, the school aims to create valuable opportunities that will equip students for life after graduation. This initiative includes hands-on experience through senior internships, feedback during EDGE challenges, and mock interviews designed to build student confidence and communication skills. These professional experiences are designed to complement the school's already strong academic foundation, as evidenced by rising ACT, AP, and KSA scores.

The school's commitment to college and career readiness is also reflected in its high participation rates in dual credit courses, which allow students to earn both high school and college credit simultaneously. Beechwood has 83% of 11th graders, 58% of 12th graders, and 23% of sophomores enrolled in at least one such course. This level of engagement enables students to jump-start their college careers while still in high school, giving them a head start on their postsecondary education and future careers.

By fostering these strategic community partnerships and expanding access to college-level coursework, Beechwood High School continues to demonstrate its dedication to producing well-rounded graduates with both the academic knowledge and the practical, soft skills necessary helping to develop globally competitive students.

Evaluate the Teaching and Learning Environment

- 1. 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 School Improvement Plan (CSIP)

Required Goals

Achievement Gap

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

Objective(s):

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.

Strategy:

Looking at reading and math data along with ACCESS data, as a collaborative effort between Special Ed teachers, ELL teachers, classroom teachers, and study hall teachers.

Activities:

Students in ELL classes and Resource classes use PEAR to help them practice KSA type questions

Progress Monitoring:

ELL teacher & coordinator, SPED teachers, and counselors

Funding:

District/School/SBDM

State Assessment Results in Reading and Mathematics

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

Three- to Five-Year Goal:

KSA Data: 8th Grade Reading 57% Proficient/Distinguished will look for continued growth. 3 year goal - 70%

Proficient/Distinguished , 5 year goal - 80% Proficient/Distinguished

Math in 7th +40% higher in P & D than the state average. Math in 8th +35% higher in P & D than the state average. Math in 10th +35% higher in P & D than the state average.

Objective(s):

To show greater growth, the reading scores dropped 3% Proficient & Distinguished points from the previous year but were still 15% points above the state average.

Strategy:

Implementation of more library resources, specific reading units in our HMH curriculum and reading time we hope to see greater improvement in this area.

Activities:

Library cards for all students, reading days in English, Honor Society reading EDGE sessions, Poetry Out Loud participation

Progress Monitoring:

Monitoring CERT scores given three times a year

Funding:

HMH Materials, novels – SBDM

Alignment to Needs: Optional Goals

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

Indicator Priority Indicator?

State Assessment Results in science, social studies and writing Yes

English Learner Progress No

Quality of School Climate and Safety No

Postsecondary Readiness (high schools and districts only) No

Graduation Rate (high schools and districts only) No

Priority Indicator Goals:

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

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

Three- to Five-Year Goal:

To increase our Proficient and Distinguished percentage in the area of science from 33% by 40% to an overall P&D percentage of 73% in five years.

Objective(s):

Improve overall KSA test scores in the area of science

Strategy:

Reaching out to schools that have been successful in the science portion and find out their strategies for success.

Activities:

Embedding KSA released questions in the science classes.

Progress Monitoring:

Using PEAR assessment to check on progress since they seem closest to KSA style questions.

Funding:

PEAR Assessment subscription – SBDM

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency

State your *Proficiency* Goal

<p>Goal 1A: By 2027, the middle school will increase the percentage of proficient/distinguished reading students from 76.0% to 78.0%.</p> <p>Goal 1B: By 2027, the middle school will increase the percentage of proficient/distinguished math students from 75% to 80%.</p> <p>Goal 1C: By 2027, the high school will increase the percentage of proficient/distinguished reading students from 67% to 77%.</p> <p>Goal 1D: By 2027, the high school will increase the percentage of proficient/distinguished math students from 76% to 80%.</p> <p>Goal 1E: By 2027, the high school AP pass rate will increase from 73.00% to 76.0%.(school-added goal)</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - 	<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>

		Continuous Improvement Activities			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: In both the middle school and high school, we will increase the percentage of students scoring proficient or distinguished in reading and math.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze, & Apply Data	Department Days and Work Sessions – In addition to their monthly PLC work sessions together, teachers will have an Early Release Day once per month to engage in professional learning and collaboration to improve reading and writing strategies, instruction, assessment, data analysis to improve instruction, and aligned curriculum with 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	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0 for substitutes

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

		initiatives to improve student academic outcomes, all of the cohorts will indirectly impact student achievement and growth.			
		Professional Learning Communities- Teachers will participate in monthly planning period PLC meetings. This will allow them to work with and learn from colleagues outside of their department. We will use this time for professional learning, sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time.	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		Assessment Literacy Work/Incremental Assessments/Data Analysis: Teachers will engage in an assessment literacy review to improve how we are assessing students and collecting data to inform instruction. C.E.R writing will be used by all subjects. We will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to incremental assessments and vertical alignment.	Data Sheet Incremental assessment scores	Assessment calendar throughout the year	\$0 – District paying for data warehouse

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

		universities and industry to determine what would give all of our students an “edge.” There was a clear consensus: we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.			
		Curriculum & Instruction Committee -This committee will work to regularly review processes, programs, structures, and best practices to ensure that they support continuous improvement. Data-driven suggestions will be made by this committee to support a rigorous curriculum and high-quality instruction.	Kentucky Summative Assessment Scores MAP scores AP scores Stanford 10 scores	May 2026 Results September 2026	*TBD depending on committee recommendations
		Individual Student Intervention - The administrative team looks at	Kentucky Summative	May 2026	\$0

		data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.	Assessment Scores	Results September 2026 Progress monitoring data on individual students	
Objective 2: In the high school, we will increase the percentage of AP exams that are passed (defined by a score of 3 or higher) and will increase our ACT average.	KCWP 3: Design & Deliver Assessment Literacy	AP Action Plans -AP teachers will continue to implement AP Action Plans. These were used to analyze the previous year's data as well as historical data, set proficiency and growth goals, and outline actionable steps to accomplish those goals both through student support and professional learning.	AP Exam Results	May 2026 Results July 2026	\$0
	KCWP 4: Review, Analyze, & Apply Data	AP Professional Learning -AP teachers will participate in professional learning each year through visits to or collaboration with other schools with proven AP results and/or attending AP professional development (1 day	AP Exam Results	May 2026 Results July 2026	\$3000

	KCWP 6: Establishing Learning Culture & Environment	workshops, 5 day workshops, or AP Reader training). Some AP teachers are also leading AP roundtables to discuss strategies and best practices with AP teachers from other schools.			
		AP Saturday -Teacher leaders are working to implement our annual AP Saturday in order for students to review, learn strategies, and get excited for AP exams. They will be able to have sessions with each AP class.	AP Exam Results	May 2026 Results July 2026	\$1,000
		Pear Assessment & Albert.IO -We will use this program as a tool in AP classes to provide our students with high-quality practice. We will also use this to assess and collect data to inform instruction.	AP Exam Results	May 2025 Results July 2025	\$2500
		CERT -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 ACT results.	SAT Results	March 2026 May 2026	\$0 - District paying for this.

2: Separate Academic Indicator

State your *Separate Academic Indicator* Goal

Goal 2A: By 2027, the middle school will increase the percentage of proficient/distinguished science students from 42% to 50%.

Goal 2B: By 2027, the middle school will increase the percentage of proficient/distinguished social studies students from 54% to 60%.

Goal 2C: By 2027, the middle school will increase the percentage of proficient/distinguished combined writing students from 63% to 70%.

Goal 2D: By 2027, the high school will increase the percentage of proficient/distinguished science students from 0% to 20%.

Goal 2E: By 2027, the high school will increase the percentage of proficient/distinguished social studies students from 58% to 65%.

Goal 2F: By 2027, the high school will increase the percentage of proficient/distinguished combined writing students from 70% to 73%.

Goal 2G: By 2027, the high school AP pass rate will increase from 7.00% to 76%.(school-added goal)

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

<i>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>		<i>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.</i>	<i>and necessary funding to execute the activity or activities.</i>		
<ul style="list-style-type: none">• KCWP 1: Design and Deploy Standards• KCWP 2: Design and Deliver Instruction• KCWP 3: Design and Deliver Assessment Literacy• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment		<ul style="list-style-type: none">• KCWP1: Design and Deploy Standards - Continuous Improvement Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

<p>Objective 1: The middle school and high school will increase the percentage of students scoring proficient and distinguished on science, social studies, and writing.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>Department Days and Work Sessions – In addition to their monthly work sessions together, teachers will have Department Days twice per year to engage in professional learning and collaboration to improve reading and writing strategies, instruction, assessment, data analysis to improve instruction, and aligned curriculum with 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 has developed 2 goals that they are working on throughout the year in their</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2026 Results September 2026</p>	<p>\$2,000 for substitutes</p>
--	---	---	---	--	--------------------------------

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

		indirectly impact student achievement and growth.			
		Professional Learning Communities -Teachers will participate in monthly planning period PLC meetings. This will allow for them to work with and learn from colleagues outside of their department. We will use this time for professional learning, sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time.	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		Assessment Literacy Work/Incremental Assessments/Data Analysis: Teachers will engage in an assessment literacy review to improve how we are assessing students and collecting data to inform instruction. We will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to incremental assessments and vertical alignment. Ultimately, we will work towards continually analyzing data from quality formative assessments so that we know exactly where	Data Sheet Incremental assessment scores	Assessment calendar throughout the year	\$0 – District paying for data warehouse

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

		we need to provide opportunities for experiential learning to develop next-generation skills. The district has now integrated the rigor of college prep content with experiential learning to provide intellectual richness and flexibility, while maintaining the integrity of our high academic standards. This program that promotes skill development and implements curriculum developed with businesses and universities will benefit all content areas.			
		Curriculum & Instruction Committee -This committee will work to regularly review processes, programs, structures, and best practices to ensure that they support continuous improvement. Data-driven suggestions will be made by this committee to support a rigorous curriculum and high-quality instruction.	Kentucky Summative Assessment Scores MAP scores AP scores Stanford 10 scores	May 2026 Results September 2026	*TBD depending on committee recommendations
		Explicit Writing Professional Development - We will work with teachers on improving writing across the curriculum. Through PLC meetings, ER Department Days, department	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$1000 for PD

		work sessions, faculty work sessions, PD days and Flex PD, and/or individual training, we will incorporate new writing strategies and monitor student growth in writing. Specifically this year, All core subjects will be utilizing the C.R.E Claim/Evidence/Response writing process. All departments are working on a writing and research continuum as well as examining student work.			
		Middle Grades Work Sessions -We will have a half day for 5th - 9th grade teachers as well as department chairs in English and Math to work together on end of grade level expectations, curriculum alignment, strategies, and professional learning.	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		Individual Student Intervention - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to	Kentucky Summative Assessment Scores	May 2026 Results September 2026 Progress monitoring data on individual students	\$0

		check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.			
Objective 2: In the high school, we will increase the percentage of AP exams that are passed (defined by a score of 3 or higher) and will increase our ACT average.	KCWP 3: Design & Deliver Assessment Literacy	AP Action Plans -AP teachers will continue to implement AP Action Plans. These were used to analyze the previous year's data as well as historical data, set proficiency and growth goals, and outline actionable steps to accomplish those goals both through student support and professional learning.	AP Exam Results	May 2026 Results July 2026	\$0
	KCWP 4: Review, Analyze, & Apply Data				
	KCWP 5: Design, Align, & Deliver Support	AP Professional Learning -AP teachers will participate in professional learning each year through visits to or collaboration with other schools with proven AP results and/or attending AP professional development (1 day workshops, 5 day workshops, or AP Reader training). Some AP teachers are also leading AP roundtables to discuss strategies and best	AP Exam Results	May 2026 Results July 2026	\$3000
	KCWP 6: Establishing Learning Culture & Environment				

		practices with AP teachers from other schools.			
		AP Saturday -Teacher leaders are working to implement our annual AP Saturday in order for students to review, learn strategies, and get excited for AP exams. They will be able to have sessions with each AP class.	AP Exam Results	May 2026 Results July 2025	\$1,000
		Albert.IO -We will use this program as a tool in AP classes to provide our students with high-quality practice. We will also use this to assess and collect data to inform instruction.	AP Exam Results	May 2026 Results July 2025	\$7500
		CERT -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.	SAT Results	March 2026 May 2026	\$0 - District paying for this.

3: English Learner Progress

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

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities 	<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>
--	--	--

		<ul style="list-style-type: none"> KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The middle school and high school will increase the percentage of students with scores improving on the ACCESS test.	KCWP 1: Design and Deploy Standards	EL Professional Learning - Our EL teacher will work with teachers on specific strategies that they can use in classrooms to better support our EL students.	ACCESS Assessment Scores	January 2026 Results September 2025	\$0
	KCWP 2: Design and Deliver Instruction	EL Support from NKCES - We will have part time support from an NKCES staff member who will oversee PSPs and ACCESS testing to give our EL teacher more time to work with students. She will also be able to work with students a couple of days per week when it is not our PSP and ACCESS windows.	ACCESS Assessment Scores	January 2026 Results September 2026	\$0 - District paying for this.
	KCWP 3: Design & Deliver Assessment Literacy				
	KCWP 4: Review, Analyze, & Apply Data	EL Push In and Pull Out Services - Our EL teacher is devoting more time to the high school and is not just pulling out individual and small groups for services but is pushing into our classes so that students can receive support in the general education classroom. This also	ACCESS Assessment Scores	January 2026 Results September 2026	\$0

		fosters collaboration between the EL and general education teachers. One example is our EL teacher going into our lab (intervention) classes to work with our EL students during this intervention/support time.			
		Counseling Services - Our counselors will specifically work with EL students for scheduling to be sure that they are aware of opportunities available to them such as courses that might be applicable to their future plans, AP, and dual credit courses. This will be beneficial for giving all of our students access to high-level experiences that promote growth.	EDGE, dual credit, and AP enrollment ACCESS Assessment Scores	January 2026 Results September 2026	\$0 - District paying for this.
		Individual Student Intervention - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other	Kentucky Summative Assessment Scores	May 2026 Results September 2026 Progress monitoring data on individual students	\$0

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

4: Quality of School Climate and Safety

<p>Goal 4A: By 2027, the middle school will increase the Quality of School Climate and Safety Survey from 69.8 to 75 (reach very high status for middle school).</p> <p>Goal 4B: By 2027, the high school will increase the Quality of School Climate and Safety Survey from 72.7 to 75 (Highest Status).</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - 	<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>

<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 					
<ul style="list-style-type: none"> • Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The middle school and high school will increase the Quality of School Climate and Safety scores.	KCWP 1: Design and Deploy Standards	Culture & Climate Committee- The committee will regularly meet to work on improving the learning and leadership culture at Beechwood, including motivation and recognition for both students and staff. Implementation and communication of The Beechwood Way to see those statements put into action will be a large part of this work.	QSCS Survey Results	May 2026 Results September 2026	\$500
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design & Deliver Assessment Literacy	Check & Connect- Students who are struggling academically, behaviorally, or	QSCS Survey Results	May 2026	\$0

	KCWP 4: Review, Analyze, & Apply Data	social/emotionally will be assigned a “Check and Connect” mentor that will meet with them regularly to establish a positive relationship, intervene based on the student’s need, and communicate with the family.		Results September 2026	
		Wellness Lessons - Our counseling department is working on a P-12 wellness curriculum and system of support. This will support our students’ growth and allow them to develop skills that will support their development personally and academically. Students will have lessons from the counselors in classes starting with monthly lessons in 7th grade, quarterly in 8th grade, and periodically in 9th - 12th grade.	QSCS Survey Results	May 2026 Results September 2026	\$0
		Safety Committee - 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	QSCS Survey Results	May 2026 Results September 2026	\$0

		students through grade level meetings/updates.			
		Trauma-Informed Care Team- Our school psychologist, counselors, and an administrator from each building serve on the Trauma-Informed Care Team to look at our practices and inform new strategies to support students.	QSCS Survey Results	May 2065 Results September 2026	\$0
		District Professional Learning Cohorts – All certified staff in the district are participating in professional learning cohorts to work towards the district five goals of personalized learning, leadership, wellness, community engagement, and culture. Each group will be mixed with elementary and high school staff members and the cohort will be facilitated by a member of the district cabinet. The cohorts will conduct a needs assessment, conduct research on improvement strategies, engage in professional learning in the goal area, and will then make a proposal for implementation. While wellness and culture will	QSCS Survey Results	May 2026 Results September 2026	\$2000 for substitutes

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

5: Gap

State your Gap Goal

<p>*** Beechwood High School does not currently have enough students with IEPs, EL students, or economically disadvantaged students in some grade levels to have public data available. However, our general goal is to increase the percentage of students in these populations scoring proficient or distinguished in all areas. Internally, teachers have goals set for these areas.</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p>	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities 	<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>

<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 					
<ul style="list-style-type: none"> • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: The middle school and high school will increase the percentage of free/reduced lunch students scoring proficient/distinguished.</p> <p>Objective 2: The middle school and high school will increase the</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Individual Student Intervention - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.</p>	<p>Kentucky Summative Assessment Scores</p>	<p>May 2065 Results September 2026 Progress monitoring data on individual students</p>	<p>\$0</p>

<p>percentage of students with disabilities scoring proficient/distinguished.</p> <p>Objective 3: The middle school and high school will increase the percentage of EL students scoring proficient/distinguished.</p>	<p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>Professional Learning Communities-Teachers will participate in monthly planning period PLC meetings. This will allow for them to work with and learn from colleagues outside of their department. We will use this time for professional learning, sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time.</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		<p>Special Education Department Days and One-on-Ones-The Special Education team will be given 1.5 days each month to engage in professional learning and collaboration to improve strategies, instruction, and assessment with regular education teachers. Each teacher will also have a one-on-one each month to work on individual professional learning and improvement work for their caseloads with our Special Education Director. This year, our department is receiving extra training in writing IEPs, goals, and supporting students through specially designed instruction. They will set goals specifically aligned to MAP, CERT, and KSA.</p>	Kentucky Summative Assessment Scores MAP scores CERT scores Stanford 10 scores	May 2026 Results September 2026	\$1000 for substitutes
		<p>Study Skills Classes-The collaborative team will teach study skills' classes where they have the opportunity to work with not only special education students, but those who are struggling. This will be a period in the day to work on executive functioning skills, organization, task completion, touching</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0

		base on missing assignments, and building study habits.			
		Check & Connect -Students who are struggling academically, behaviorally, or social/emotionally will be assigned a “Check and Connect” mentor that will meet with them regularly to establish a positive relationship, intervene based on the student’s need, and communicate with the family.	Kentucky Summative Assessment Scores Behavior Data Attendance Data	May 2026 Results September 2026	\$0
		Tutoring -We have a tutoring program for both the middle school and high school two days per week after school to meet students’ needs and ensure that they are getting extra instruction, if needed. If a student is failing classes, he/she will be required to participate in tutoring until passing. Saturday tutoring is also available twice per month.	Kentucky Summative Assessment Scores	May 2026 Results September 2026	Paid for through ESS funds
		Virtual Learning Lab -To support students on APEX, online dual credit, as well as other students who may be struggling, we have a Virtual Learning Lab and VLL Facilitator to support these students and monitor their progress.	Kentucky Summative Assessment Scores	May 2026 Results September 2026	Staffing & Classroom
		English/Math Lab Classes -This year we will continue English/Math Lab classes for each grade level. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0

		success. This year, we have added data review meetings to review students' progress and make changes to interventions and supports based on students' needs.			
		Wellness Lessons - Our counseling department is working on a P-12 wellness curriculum and system of support. This will support our students' growth and allow them to develop skills that will support their development personally and academically. Students will have lessons from the counselors in classes starting with monthly lessons in 7th grade, quarterly in 8th grade, and periodically in 9th - 12th grade.	QSCS Survey Results	May 2026 Results September 2025	\$0
		EDGE Program - As a part of the Continuous Improvement Plan, Three-year Strategic Plan, and The Beechwood Way, we aim to develop globally competitive students. Moreover, we acknowledge that growth as a leader and learner is more complex than mastery of reading and math alone. Based on what our students, parents, community, and region told us, we began considering ways to enhance the experience for all students at Beechwood. The Beechwood EDGE addresses the following: To be globally competitive, our children need exposure to new content, problem solving, industry engagement, and leadership opportunities. As we continue to be innovative, we worked with universities and industry to determine what would give all of our students an "edge." There was a clear consensus: we	All Assessment Scores	Throughout the year	\$0

	<p>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>EL Professional Learning - Our EL teacher will work with teachers on specific strategies that they can use in classrooms to better support our EL students.</p>	ACCESS Assessment Scores	January 2025 Results September 2026	\$0
	<p>EL Support from NKCES - We will have part time support from an NKCES staff member who will oversee PSPs and ACCESS testing to give our EL teacher more time to work with students. She will also be able to work with students a couple of days per week when it is not our PSP and ACCESS windows.</p>	ACCESS Assessment Scores	January 2026 Results September 2026	\$0 - District paying for this.
	<p>EL Push In and Pull Out Services - Our EL teacher is devoting more time to the high school and is not just pulling out individual and small groups for services but is pushing into our classes so that students can receive support in the general education classroom. This also fosters collaboration between the EL and general education teachers. One example is our EL teacher going into our lab</p>	ACCESS Assessment Scores	January 2026 Results September 2026	\$0

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

6: Graduation rate

State your Graduation Rate Goal-High School Only

Goal 6A: By 2027, the high school will increase the graduation rate from 99.1% to 100%.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
--	---	--

<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: We will decrease the number of students who are at-risk of failing.	<p>KWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and</p>	<p>Individual Student Intervention - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.</p> <p>Check & Connect-Students who are struggling academically, behaviorally, or social/emotionally will be assigned a "Check and Connect" mentor that will meet with them regularly to establish a positive relationship, intervene based on the</p>	<p>Kentucky Summative Assessment Scores</p> <p>Kentucky Summative Assessment Scores</p>	<p>May 2026 Results September 2026 Progress monitoring data on individual students</p> <p>May 2026 Results September 2026</p>	<p>\$0</p> <p>\$0</p>

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

		IEPs, goals, and supporting students through specially designed instruction. They will set goals specifically aligned to MAP, CERT, and KSA.			
		Culture & Climate Committee- The committee will regularly meet to work on improving the learning and leadership culture at Beechwood, including motivation and recognition for both students and staff. Implementation and communication of The Beechwood Way to see those statements put into action will be a large part of this work.	Kentucky Summative Assessment Scores Graduation Rate	May 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	College Credit/Opportunity Communication- Counselors and administrators will advise students and parents on opportunities for pathways to college credit acquisition, including Dual Credit and Advanced Placement courses. We will ensure that our Program of Studies/Course Guide also clearly communicates these opportunities and their value. We will build and enhance these programs to improve pass rate, engagement, and participation of all populations at all high school grade levels. Support through partnerships with local colleges and universities (Thomas More College, NKU, and Gateway) will be crucial for this work. This is a major task of the counseling department – to communicate opportunities and services to all students and parents at every grade level.	AP & Dual Credit Enrollment Numbers AP Pass Rate	July 2026	\$300
		Pre-AP Curriculum & Recruitment- We will implement pre-AP curriculums and programs (such as SpringBoard and enVision) to better prepare our students for AP courses. We will also	AP Enrollment Numbers	Throughout 2024-2026	\$0

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

		businesses and universities will benefit all content areas.			
		APEX – offer a variety of online courses to meet the needs of students seeking credit on an individualized basis.	Graduation Rate	May of 2026	\$6,000

7: Postsecondary Readiness

State your Postsecondary Readiness Goal-High School Only

Goal 7A: By 2027, the high school will increase the postsecondary readiness indicator from 98.3% to 100%.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
---	--	--

<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment 		<ul style="list-style-type: none"> KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: In the middle school, we will increase the reading and math student growth percentile.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	Individual Student Intervention - The administrative team looks at data regularly to identify students that may be struggling. This includes major assessment data as well as weekly grade data. Each student struggling is assigned an admin team member to check in with him/her, assign tutoring when appropriate, and implement any other interventions to support the individual student's needs. Progress will be reviewed every 3 weeks and changes will be made as needed to initiate or continue student growth towards proficiency.	Kentucky Summative Assessment Scores	May 2026 Results September 2025 Progress monitoring data on individual students	\$0
		Professional Learning Communities- Teachers will participate in monthly planning period PLC meetings. This will allow for them to work with and learn from colleagues outside of	Kentucky Summative Assessment Scores	May 2026 Results September 2025	\$0

		their department. We will use this time for professional learning, sharing, and task completion. We will explicitly work on school goals as well as individual professional learning goals during this time.			
		<p>English/Math Lab Classes-This year we will continue English/Math Lab classes for each grade level. These will be intervention classes focused on supporting students to meet grade level expectations, be successful in their current classes, and develop skills that will support their overall academic success. This year, we have added data review meetings to review students' progress and make changes to interventions and supports based on students' needs. Students in senior lab classes will be solely focused on meeting benchmark and achieving postsecondary readiness - whether through the SAT or KYOTE tests.</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0
		<p>Study Skills Classes-The collaborative team will teach study skills' classes where they have the opportunity to work with not only special education students, but those who are struggling. This will be a period in the day to work on executive functioning skills,</p>	Kentucky Summative Assessment Scores	May 2026 Results September 2026	\$0

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

		assessment literacy review to improve how we are assessing students and collecting data to inform instruction. We will revise midterms and finals that are aligned to standards, course goals, and skill acquisition. We will then move on to incremental assessments and vertical alignment. Ultimately, we will work towards continually analyzing data from quality formative assessments so that we know exactly where each of our students are and how to grow each of them. We will also work on using our CERT and MAP growth data to plan for instruction and personalized learning.	assessment scores		
		CERT -We will use this program as a tool in 9th - 11th grade classes to provide our students with high-quality, 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. Since SAT is our primary method of students reaching postsecondary readiness, this will be incredibly beneficial for this goal.	SAT Results	March 2026 May 202	\$0 - District paying for this.

School Safety Report

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is “no”, please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if

needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

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

Yes

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

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

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes 6/4/2025

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

Please provide the most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes 8/11/2025

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

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

Yes

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

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

Yes

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

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

Yes

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill,

one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

Yes

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

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting

within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

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

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

Yes

School Assurances

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