KDE Comprehensive School Improvement Plan

Beechgrove Elementary School

Kenton County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Beechgrove Elementary is located in Independence, Kentucky, servicing students in preschool through fifth grades. Over 600 students attend the school along with 40 teachers. Based on 2014 KPREP data Beechgrove Elementary is a distinguished, progressing, high performing school. Beechgrove was ranked in the 93rd percentile in Kentucky earning a score of 76.4 on KPREP. Our school exceeded the Annual Measurable Objective (AMO) for 2014 set by the state. With approximately 60% of the school's population receiving free and reduced lunch benefits, Beechgrove qualifies as a school wide Title 1 school. All of our teachers are highly qualified with an average of 14 years of teaching experience. 35% of the teachers have a Master's degree and 28% have a Rank 1. Seven teachers are certified by the National Board of Professional Standards. Our dedicated and experienced staff works as a Professional Learning Community to motivate and challenge students at high levels. Our teaching team includes general education teachers, special area teachers (Physical Education, Art, Music, Media Specialist), special education teachers, ELL (Limited English Proficiency) teachers, Gifted and Talented Educational teachers, a Title I reading teacher and instructional assistants, and a guidance counselor. We strive to create classrooms at each grade level that have a balance of gender, academic abilities, and social needs. Working as a team with families, community members, educators and students Beechgrove provides quality educational opportunities for all of our students.

Students have many opportunities to participate in school programs throughout the day and beyond. These programs develop academic and social skills and include Chorus, Drama, Dance, Quick Recall Team, Future Problem Solving Team, Science Fair, Social Studies Fair, Spelling Bee, Energy Team, Student Leadership Technology Team, News Team, Basketball, Karate, Bowling, Junior Achievement, 4-H, Running Club. Beechgrove students also participate in the Reflections Art competition sponsored by the PTA. Several of our students have won at the district level and advanced to the state competition in the Reflections Arts program.

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.

Our mission at Beechgrove Elementary, which was developed by the faculty, staff, parents and community partners, is to prepare lifelong learners who are productive, responsible citizens in our society. All children have an equitable education in a safe, positive learning environment that focuses on rigorous instruction and relationship building. Beechgrove staff uses a positive and proactive approach with classroom management ensuring that all students are intentionally taught the school wide expectations of being safe, respectful and responsible and being learners. Differentiation of curriculum occurs in order that all the learning needs of students are met. Teachers implement Response to Instruction research based programs and strategies that are determined based on formative and summative assessments. The RTI committee and classroom teachers develop a plan for students who are at risk. Teachers incorporate the use of Learning Targets, formative and summative assessments, disciplinary literacy strategies, including the use of Accountable Talk and higher level problem solving strategies. Gifted and Talented Services include our Primary Talent Pool for children in Kindergarten through 3rd grade. These students receive enrichment activities in the general education classroom. Students in 4th and 5th grades receive enrichment activities in the general education class as well as attending the Project Ascent pull out program. At Beechgrove we believe that:
Students, community and parental involvement are important
-Students will develop a strong academic foundation
-Students will develop appropriate social skills
-Students will develop appropriate physical skills and become "health aware" individuals with healthy life styles
-Students will be respectful of the environment and the world around us
-Students will have strong dignity and self-worth

Notable Achievements and Areas of Improvement

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

Beechgrove Elementary was selected to pilot the first Toyota bornlearning® Academy to support kindergarten readiness and beyond. Due to the success of this program at our school, United Way of Greater Cincinnati Success By 6 chose Beechgrove to be the model site for the state. Additional schools in the state are working to implement this program with funding provided from Toyota. Our Family Resource Center collaborates with these schools to ensure fidelity of the Toyota bornlearning® program. The bornlearning® Academy is a series of family workshops. Together families learn how to prepare children for school by turning everyday moments into learning opportunities.

Based on the analysis of the 2012, 2013, and 2014 school report card data by the SBDM Council and faculty of Beechgrove, writing was identified as an area for improvement in the coming year. This has been an area that has been improving over the past three years. According to our School Report Card in the 2011-2012 school year 36.6% of students scored in the proficient or distinguished range in writing on the KPREP. In 2012-2013 40.7% of students scored in the proficient or distinguished range and in 2013-2014 48.5% of students scored in the proficient/distinguished range on the KPREP assessment in writing. Our goal is to have at least 53% of our students scoring in the proficient/distinguished range in writing for 2015.

Based on analysis of 2014 KPREP data 36.6% of students with special needs scored proficient or distinguished in the area of math and 32.7% of students with special needs scored proficient or distinguished in the area of reading. This is an area that has also improved over the last three years. According to the School Report Card in 2011-2012 25.5% of students with disabilities scored proficient or distinguished in reading and 29.8% of students with disabilities scored proficient or distinguished in math. In 2012-2013 19.6% of students with disabilities scored proficient or distinguished in reading and 23.2% of students with disabilities scored proficient or distinguished in math. Based on all of our data improving reading and math proficiency for students with disabilities is also an area of need and a focus of our school.

Based on the analysis of TELL survey data there is a need to differentiate professional learning for our teachers. In order to continue the training of teachers we will collaborate to plan and implement professional development that is differentiated to meet the needs of individual teachers from 45.9 in 2013 to 55.0% by 05/29/2015 according to the TELL survey.

In the next three years, our goal is for all students to be performing at a proficient level in numeracy and literacy at each transition point. We will strive to break down barriers of learning for all students at Beechgrove. Our teachers will provide quality instruction and best practice teaching strategies for every student, in every classroom, every day. Beginning in 4th grade, all students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom.

Additional Information

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

Beechgrove students are recognized for many accomplishments. These recognition programs include: SUNSHINE Attendance Club, Bruin Buddies, Reading Counts Program Awards, Bee Leaders, Character Counts awards, WOW (What Outstanding Work) Awards, KPREP Celebration Awards, Honor Roll recognition, classroom award incentives for positive behavior.

Parent and community volunteers have many opportunities to be involved in the success of Beechgrove students. Volunteer programs include Watch DOGS (Dads of Great Students), B.E.S.T. partnerships, PTA, One-to-One Reading program, Hanner's Heroes mentoring program, FRC sponsored programs/events (BornLearning, ABCs for Parenting, Readifest, Community Action Day), Junior Achievement, 4-H, and classroom volunteers. Volunteers are very important to our school and we encourage parents, guardians, and community members to be actively involved in our school.

Plan for KDE Comprehensive School Improvement Plan December 2014

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan December 2014

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	TELL Survey - Professional Development	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
2	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1855
3	Proficiency 3rd grade K-Prep	Objectives: 2 Strategies: 3 Activities: 6	Organizational	$78112
4	Proficiency/Achievement	Objectives: 1 Strategies: 5 Activities: 7	Organizational	$94933
5	GAP - Special Education	Objectives: 2 Strategies: 3 Activities: 7	Organizational	$0
6	Program Review--Arts and Humanities	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$1500
7	Program Review--Writing	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
8	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
9	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
10	Program Review -- PLCS	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: TELL Survey - Professional Development

Measurable Objective 1:

collaborate to plan and implement professional development that is differentiated to meet the needs of individual teachers from 45.9 in 2013 to 55.0% by 05/29/2015 as measured by the TELL Survey.

Strategy 1:

Differentiated Professional Development - -Student data will be analyzed to determine areas of strengths and weaknesses

-Teachers will develop a professional development plan to meet the needs of the students at their grade/content area

-Professional development will be planned and implemented during PLCs and professional development trainings to address the needs of students and teachers

-Teachers will attend district and regional trainings to meet their specific needs

Category: Professional Learning & Support

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC meetings will be planned and implemented to address the specific needs of teachers at each grade level and content area	Professional Learning	08/21/2013	05/29/2015	$0	No Funding Required	School administrators, district consultants and teacher leaders

Activity - District and Regional Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend district and regional trainings that meet their specific needs in order to improve student achievement, increase student growth and reduce the gap between students with disabilities and students without disabilities	Professional Learning	08/05/2013	05/29/2015	$0	No Funding Required	School Administrators, teachers, District Consultants

Goal 2: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready for kindergarten from 35% in 2014 to 40% by 10/01/2015 as measured by the Brigance assessment.

Strategy 1:

Kindergarten Readiness - Education of families and community: Programs and resources will be provided by the FRC to families to assist with early intervention.

Preschool program will be provided to at-risk students and students with disabilities. Kindergarten Jump Start program will be provided for students entering Kindergarten.

Category: Early Learning

Activity - Bornlearning and ABCs for Parenting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bornlearning Academy will be offered to families with children from the ages of birth - 4 years of age. The training will be provided monthly on topics such as early learning, healthcare, and nutrition. A six week session of ABCs for Parenting will be provided for parents of school age students.	Parent Involvement	10/01/2014	05/01/2015	$1500	Other	Family Resource Center coordinator

Activity - Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool program will be offered to at-risk students and students with disabilities to promote school readiness. The preschool curriculum will be differentiated to promote kindergarten readiness skills for students entering kindergarten.	Academic Support Program	08/25/2014	05/29/2015	$0	No Funding Required	Preschool coordinator, school administrators, and preschool teachers

Activity - Kindergarten Jump Start Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Kindergarten Jump Start Program will provide strategies and instruction to promote kindergarten readiness skills to incoming kindergarten students.	Direct Instruction	07/28/2014	08/10/2015	$355	Title I Part A	School administrators, kindergarten teachers

Goal 3: Proficiency 3rd grade K-Prep

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinquished 3rd grade students in reading from 64.7% to 68.2% by 10/01/2015 as measured by the School Report Card Next Generation Learners Achievement for 3rd grade..

Strategy 1:

Research Based Intervention Programs - Teachers will differentiate instruction by using research-based computer programs and small group reading programs to

provide instruction and intervention to eligible students. These programs will include, but not be limited to: Reading Intervention, Read Naturally, Compass Learning,

and System 44.

Category: Continuous Improvement

Activity - Monitor Implementation of the Computer Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Monitor implementation of the computer based programs through walk through and program fidelity checks. The data from these programs will be discussed during PLC and RTI meetings to insure their effectiveness and student growth. | Academic Support Program | 08/13/2014 | 06/01/2015 | $0 | No Funding Required | Administrative staff, classroom teachers, Title I teacher and staff |

Activity - Research Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment data will be analyzed and students who are not reaching proficiency in reading at grade level will receive researched based intervention programs in a small group setting in order to remediate skill deficits	Direct Instruction	08/13/2014	06/01/2015	$53044	Title I Part A	Reading Intervention teacher, Instructional Assistants, General education teachers, School Administrators

Strategy 2:

System 44 Best Practices - System 44 teachers will be trained and work with the district literacy consultant to set up the System 44 classrooms and implement the

System 44 program with eligible students. The teachers will collaborate and seek district support, if needed, to promote best practices with this program.

Category: Professional Learning & Support

Activity - District support assuring fidelity of program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District support team will meet with teachers and administrators to ensure fidelity of the program and discuss student data. Throughout the year, teachers will utilize district support for best practice strategies and clarification on fidelity of the program.	Academic Support Program	08/13/2014	06/01/2015	$0	No Funding Required	District support staff, school administrators, System 44 teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers implementing the System 44 will be trained by District Consultants and Scholastic representatives to insure the program is taught with fidelity.	Professional Learning	08/01/2014	05/29/2015	$0	District Funding	District Consultants, School Administrators, and System 44 teachers

Activity - Program Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students meeting the eligibility will participate in the System 44 Intervention program and their progress will be monitored weekly with instruction adjusted based on individual need.	Direct Instruction	08/13/2014	05/01/2015	$0	General Fund	System 44 teachers

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 74.1% to 76.7% by 10/01/2015 as measured by the School Report Card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

Differentiated Instruction - Core math instruction and RTI will be differentiated and students will be flexibly grouped to meet their specific needs.

Category: Integrated Methods for Learning

Activity - Research Based Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Do-the-Math program will be used as an intervention program with students not meeting mastery in basic math skills.	Direct Instruction	09/01/2014	06/01/2015	$25068	Title I Part A	Teachers, School Administrators

Goal 4: Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 65.2% in 2014 to 70.5% by 10/01/2015 as measured by school report delivery targets.

Strategy 1:

Common Core Strategies to teach Math - Teachers will use Common Core strategies to teach addition, subtraction, multiplication, division, and math reasoning.

Category: Continuous Improvement

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend weekly PLC meetings and training sessions that will teach and support Common Core strategies for teaching math	Professional Learning	08/01/2014	05/29/2015	$0	No Funding Required	administrative staff, district support staff, teacher leaders

Strategy 2:

Common Core Strategies to teach ELA - Teachers will use Common Core strategies to teach reading, writing, and language usage.

Category: Continuous Improvement

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend weekly PLCs and trainings to teach and support Common Core ELA strategies.	Professional Learning	08/13/2014	05/29/2015	$0	District Funding	administrative staff, district support staff, teacher leaders

Strategy 3:

Read 180 Best Practices - Read 180 teacher will complete professional development for the Read 180 program. She will work with the district literacy consultant to set up a Read 180 classroom that meets the needs of this program.

Category: Professional Learning & Support

Activity - District support assuring fidelity of program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 teacher and school administrators will meet with district support staff on a regular basis to review data, discuss best practices in the implementation of the Read 180 program to ensure the program is being taught to fidelity and students are making growth.	Academic Support Program	08/01/2014	10/01/2015	$0	No Funding Required	district support staff, Read 180 teacher, school administrators

Activity - Program Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed using MAP and data will be reviewed to determine students' needs. Students meeting eligibility requirements will be placed in the Read 180 program. The program will be implemented to fidelity by the Reading Intervention teacher. Student progress will be monitored weekly to determine student growth and student needs.	Direct Instruction	09/01/2014	05/29/2015	$68422	Title I Part A	Title I teacher

Strategy 4:

System 44 Best Practices - System 44 teachers will receive training for implementation of this program. These teachers will meet regularly as a group and with the district literacy consultant to set up the System 44 classrooms and use Best Practices when delivering the System 44 Program.

Category: Professional Learning & Support

Activity - District support assuring fidelity of the program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System 44 teachers will be supported by the district consultants and school administrators. The implementation of the program will be monitored through walk through and program fidelity checks. Students will be monitored weekly to determine their achievement and growth.	Academic Support Program	09/02/2013	05/30/2014	$0	No Funding Required	district support staff, building administrators, System 44 teachers

Strategy 5:

Do the Math Implementation - The Do the Math program will provide math intervention strategies for teachers and Instructional Assistants to use with students not meeting proficiency during Response to Intervention.

Category: Integrated Methods for Learning

Activity - Implementation of Do-the-Math program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Components of the Do-the-Math program will be implemented with students in order to remediate skill deficits.	Direct Instruction	09/02/2013	05/30/2014	$26511	Title I Part A	administrative staff, teachers

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention staff will be trained in the Do the Math program, focusing on differentiated instruction for math.	Professional Learning	08/01/2014	12/01/2014	$0	No Funding Required	district math consultant, teacher leaders, school administrators

Goal 5: GAP - Special Education

Measurable Objective 1:

collaborate to increase reading achievement for students with disabilities so that the percentage of proficient and distinguished increases from 32.7% in 2014 to 47.2% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Monitor progress of special education students in RTI data meetings - The school RTI data team and special education teachers will meet bi-weekly to discuss and review student growth and teaching strategies.

Category: Continuous Improvement

Activity - Data Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Special Education team and RTI data team will meet bi-weekly and discuss student progress, teaching strategies and develop plans to increase student growth. Teachers and administrators will work together to determine effective teaching strategies for individual students.	Academic Support Program	10/01/2014	05/01/2015	$0	No Funding Required	Special Education District Consultants, Special education teachers, Title I intervention teacher, guidance counselor, school psychologist, principal, and assistant principal

Strategy 2:

System 44- - Teachers will receive training and support from Scholastic and Central Office consultants on System 44 instruction and reports. Eligible students will receive instruction daily with the use of System 44 program. Student progress will be monitored and this data will be used to make instructional decisions for individual students.

Category: Continuous Improvement

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive training and support from Scholastic and Central Office consultants on System 44 and reports generated by System 44.	Academic Support Program	08/01/2014	10/01/2015	$0	No Funding Required	Special education teachers, District Consultants, School Administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and adminstrators will review student progress data and criteria for entrance and exiting of students from the System 44 program on a monthly basis	Academic Support Program	10/01/2014	05/29/2015	$0	No Funding Required	Special education teachers, regular education teachers, Title 1 Intervention Teacher, school administrators

Activity - System 44 Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be evaluated to determine if they meet the criteria to participate in the System 44 Reading Intervention Program. Students meeting the criteria will receive a minimum of 30 minutes daily of instruction using the System 44 program. Student achievement will be monitored weekly.	Direct Instruction	09/01/2014	05/29/2015	$0	General Fund	Special Education Teachers, Title I teacher

Measurable Objective 2:

collaborate to increase achievement for students with disabilities so the percentage of proficient and distinquished students in math increases from 36.5% in 2014 to 51.4% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Co-Teaching and collaboration - Special education teachers will plan and collaborate with the grade level in which their students are assigned. The regular education and special education teachers will attend PLC meetings in which teaching strategies to improve math performance will be discussed. Special education and general education teachers will use a co-teaching model to deliver math instruction in the general education class.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and general education teachers will be trained by District Consultants on co-teaching strategies	Professional Learning	08/01/2014	03/01/2015	$0	No Funding Required	District consultants, special education teachers, general education teachers, school administrators

Activity - Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers and special education teachers will plan and implement differentiated math instruction in the general education class. Student progress will be monitored and teachers will collaborate to determine effective teaching strategies. This will be monitored during instructional learning walks.	Direct Instruction	09/01/2014	05/29/2015	$0	No Funding Required	General education teachers, special education teachers, school administrators, district consultants

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Special Education meetings will be held bi-weekly focusing on teaching strategies, student data and student growth.	Academic Support Program	11/01/2014	05/29/2015	$0	No Funding Required	Special education teachers, special education district consultants, school administrators

Goal 6: Program Review--Arts and Humanities

Measurable Objective 1:

collaborate to increase our school's Arts and Humanities average overall score from 8.2 in 2014 to 8.7 by 05/29/2015 as measured by the Program Review State Report.

Strategy 1:

Professional Development for teachers - Professional Development will be provided to Arts and Humanities teachers and to regular education teachers in order to strengthen their knowledge of current practices and integration of arts and humanities in the general curriculum.

Category: Professional Learning & Support

Activity - Professional Development for Arts and Humanities teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to Arts and Humanities teachers that keep them abreast of best practices	Professional Learning	07/28/2014	05/29/2015	$500	General Fund	Arts and Humanities teachers, District Consultant, School Administrators

Activity - Professional Development for General Education Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided for general education teachers that promote integrating arts and humanities utilization in the general education curriculum	Professional Learning	08/04/2014	05/29/2015	$1000	General Fund	Arts and Humanities Teachers, District Consultants, School Administrators

Goal 7: Program Review--Writing

Measurable Objective 1:

collaborate to increase our school's Writing average from 8.7 to 9.2 by 05/29/2015 as measured by the Program Review State Report.

Strategy 1:

Vertical Planning and Implementation - Teachers from all grade levels will work together to insure the writing plan for Beechgrove Elementary is being implemented effectively and that students are growing in their knowledge of writing.

Category: Continuous Improvement

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Program Review Committee will meet monthly to review the writing policy and writing program review objectives. They will share the writing policy across all grade levels and insure it's implementation. Expectations for each grade level will be reviewed and implemented	Academic Support Program	10/01/2014	05/29/2015	$0	No Funding Required	Writing Program Review Committee

Strategy 2:

Writing Instruction at all grade levels - 3.8 paragraph writing will be differentiated at each grade level (1.4 and 2.6 paragraph writing) in various genres of writing to enhance the development of student writing. The 3.8 writing strategy will be incorporated into all content area writing including process pieces.

Category: Continuous Improvement

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught to use the 3.8 paragraph writing which will be differentiated at each grade level (1.4 and 2.6 paragraph writing) in various genres of writing to enhance the development of student writing.	Academic Support Program	08/18/2014	05/29/2015	$0	No Funding Required	General Education Teachers, Building Administrators

Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% by 05/31/2020 as measured by evaluation results..

Strategy 1:

PGES - Ensure all leadership and certified staff members are knowledgeable of TPGES components and expectations.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/07/2014	05/31/2015	$0	No Funding Required	District Consultants, School Administrators

Strategy 2:

Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components and expectations

Category: Professional Learning & Support

Activity - School-wide Professional Learning Plan for TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/06/2014	05/31/2015	$0	No Funding Required	District consultants, Principal, Assistant Principal

Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/04/2014	05/29/2015	$0	No Funding Required	District Consultants, District Administrators, School Administrators

Goal 9: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 12/19/2014 as measured by Survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Professional Learning & Support

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	08/13/2014	08/01/2015	$0	No Funding Required	Wellness Committee, School Administrators

Goal 10: Program Review -- PLCS

Measurable Objective 1:

collaborate to improve formative and summative assessment expectations for student learning in PL/CS from needs improvement to proficient by 06/01/2015 as measured by Program Review rubric.

Strategy 1:

Professional Learning - During PLCs teachers will develop and share scoring guides and rubrics used to assess PL/CS instructional activities

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District consultant will work with teachers during PLCs to develop scoring guides, models and rubrics to assess student performance in PL/CS.	Professional Learning	12/01/2014	05/15/2015	$0	No Funding Required	District Consultants, School Administrators, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
System 44 Implementation	Students will be evaluated to determine if they meet the criteria to participate in the System 44 Reading Intervention Program. Students meeting the criteria will receive a minimum of 30 minutes daily of instruction using the System 44 program. Student achievement will be monitored weekly.	Direct Instruction	09/01/2014	05/29/2015	$0	Special Education Teachers, Title I teacher
Professional Development for General Education Teachers	Professional Development will be provided for general education teachers that promote integrating arts and humanities utilization in the general education curriculum	Professional Learning	08/04/2014	05/29/2015	$1000	Arts and Humanities Teachers, District Consultants, School Administrators
Professional Development for Arts and Humanities teachers	Professional development will be provided to Arts and Humanities teachers that keep them abreast of best practices	Professional Learning	07/28/2014	05/29/2015	$500	Arts and Humanities teachers, District Consultant, School Administrators
Program Implementation	Students meeting the eligibility will participate in the System 44 Intervention program and their progress will be monitored weekly with instruction adjusted based on individual need.	Direct Instruction	08/13/2014	05/01/2015	$0	System 44 teachers
				Total	$1500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Preschool Program	Preschool program will be offered to at-risk students and students with disabilities to promote school readiness. The preschool curriculum will be differentiated to promote kindergarten readiness skills for students entering kindergarten.	Academic Support Program	08/25/2014	05/29/2015	$0	Preschool coordinator, school administrators, and preschool teachers
Teacher Training	Teachers receive training and support from Scholastic and Central Office consultants on System 44 and reports generated by System 44.	Academic Support Program	08/01/2014	10/01/2015	$0	Special education teachers, District Consultants, School Administrators
Collaboration	Special Education meetings will be held bi-weekly focusing on teaching strategies, student data and student growth.	Academic Support Program	11/01/2014	05/29/2015	$0	Special education teachers, special education district consultants, school administrators
Monitor Implementation of the Computer Programs	Monitor implementation of the computer based programs through walk through and program fidelity checks. The data from these programs will be discussed during PLC and RTI meetings to insure their effectiveness and student growth.	Academic Support Program	08/13/2014	06/01/2015	$0	Administrative staff, classroom teachers, Title I teacher and staff
Professional Development	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/07/2014	05/31/2015	$0	District Consultants, School Administrators
Professional Learning Plan	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/04/2014	05/29/2015	$0	District Consultants, District Administrators, School Administrators

District support assuring fidelity of program	Read 180 teacher and school administrators will meet with district support staff on a regular basis to review data, discuss best practices in the implementation of the Read 180 program to ensure the program is being taught to fidelity and students are making growth.	Academic Support Program	08/01/2014	10/01/2015	$0	district support staff, Read 180 teacher, school administrators
Co-teaching	General education teachers and special education teachers will plan and implement differentiated math instruction in the general education class. Student progress will be monitored and teachers will collaborate to determine effective teaching strategies. This will be monitored during instructional learning walks.	Direct Instruction	09/01/2014	05/29/2015	$0	General education teachers, special education teachers, school administrators, district consultants
Professional Development	Special education and general education teachers will be trained by District Consultants on co-teaching strategies	Professional Learning	08/01/2014	03/01/2015	$0	District consultants, special education teachers, general education teachers, school administrators
Training	Teachers will attend weekly PLC meetings and training sessions that will teach and support Common Core strategies for teaching math	Professional Learning	08/01/2014	05/29/2015	$0	administrative staff, district support staff, teacher leaders
District support assuring fidelity of the program	System 44 teachers will be supported by the district consultants and school administrators. The implementation of the program will be monitored through walk through and program fidelity checks. Students will be monitored weekly to determine their achievement and growth.	Academic Support Program	09/02/2013	05/30/2014	$0	district support staff, building administrators, System 44 teachers
PLC meetings	PLC meetings will be planned and implemented to address the specific needs of teachers at each grade level and content area	Professional Learning	08/21/2013	05/29/2015	$0	School administrators, district consultants and teacher leaders
District support assuring fidelity of program	District support team will meet with teachers and administrators to ensure fidelity of the program and discuss student data. Throughout the year, teachers will utilize district support for best practice strategies and clarification on fidelity of the program.	Academic Support Program	08/13/2014	06/01/2015	$0	District support staff, school administrators, System 44 teachers

Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	08/13/2014	08/01/2015	$0	Wellness Committee, School Administrators
Program Review Committee	Writing Program Review Committee will meet monthly to review the writing policy and writing program review objectives. They will share the writing policy across all grade levels and insure it's implementation. Expectations for each grade level will be reviewed and implemented	Academic Support Program	10/01/2014	05/29/2015	$0	Writing Program Review Committee
Training	Intervention staff will be trained in the Do the Math program, focusing on differentiated instruction for math.	Professional Learning	08/01/2014	12/01/2014	$0	district math consultant, teacher leaders, school administrators
School-wide Professional Learning Plan for TPGES	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/06/2014	05/31/2015	$0	District consultants, Principal, Assistant Principal
Professional Learning	District consultant will work with teachers during PLCs to develop scoring guides, models and rubrics to assess student performance in PL/CS.	Professional Learning	12/01/2014	05/15/2015	$0	District Consultants, School Administrators, teachers
Data Review Meetings	Special Education team and RTI data team will meet bi-weekly and discuss student progress, teaching strategies and develop plans to increase student growth. Teachers and administrators will work together to determine effective teaching strategies for individual students.	Academic Support Program	10/01/2014	05/01/2015	$0	Special Education District Consultants, Special education teachers, Title I intervention teacher, guidance counselor, school psychologist, principal, and assistant principal
District and Regional Trainings	Teachers will attend district and regional trainings that meet their specific needs in order to improve student achievement, increase student growth and reduce the gap between students with disabilities and students without disabilities	Professional Learning	08/05/2013	05/29/2015	$0	School Administrators, teachers, District Consultants

Progress Monitoring	Teachers and adminstrators will review student progress data and criteria for entrance and exiting of students from the System 44 program on a monthly basis	Academic Support Program	10/01/2014	05/29/2015	$0	Special education teachers, regular education teachers, Title 1 Intervention Teacher, school administrators
Writing Instruction	Students will be taught to use the 3.8 paragraph writing which will be differentiated at each grade level (1.4 and 2.6 paragraph writing) in various genres of writing to enhance the development of student writing.	Academic Support Program	08/18/2014	05/29/2015	$0	General Education Teachers, Building Administrators
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers implementing the System 44 will be trained by District Consultants and Scholastic representatives to insure the program is taught with fidelity.	Professional Learning	08/01/2014	05/29/2015	$0	District Consultants, School Administrators, and System 44 teachers
Training	Teachers will attend weekly PLCs and trainings to teach and support Common Core ELA strategies.	Professional Learning	08/13/2014	05/29/2015	$0	administrative staff, district support staff, teacher leaders
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Jump Start Program	The Kindergarten Jump Start Program will provide strategies and instruction to promote kindergarten readiness skills to incoming kindergarten students.	Direct Instruction	07/28/2014	08/10/2015	$355	School administrators, kindergarten teachers
Research Based Program	The Do-the-Math program will be used as an intervention program with students not meeting mastery in basic math skills.	Direct Instruction	09/01/2014	06/01/2015	$25068	Teachers, School Administrators

Research Based Intervention Programs	Assessment data will be analyzed and students who are not reaching proficiency in reading at grade level will receive researched based intervention programs in a small group setting in order to remediate skill deficits	Direct Instruction	08/13/2014	06/01/2015	$53044	Reading Intervention teacher, Instructional Assistants, General education teachers, School Administrators
Implementation of Do-the-Math program	Components of the Do-the-Math program will be implemented with students in order to remediate skill deficits.	Direct Instruction	09/02/2013	05/30/2014	$26511	administrative staff, teachers
Program Implementation	Students will be assessed using MAP and data will be reviewed to determine students' needs. Students meeting eligibility requirements will be placed in the Read 180 program. The program will be implemented to fidelity by the Reading Intervention teacher. Student progress will be monitored weekly to determine student growth and student needs.	Direct Instruction	09/01/2014	05/29/2015	$68422	Title I teacher
				Total	$173400	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bornlearning and ABCs for Parenting	Bornlearning Academy will be offered to families with children from the ages of birth - 4 years of age. The training will be provided monthly on topics such as early learning, healthcare, and nutrition. A six week session of ABCs for Parenting will be provided for parents of school age students.	Parent Involvement	10/01/2014	05/01/2015	$1500	Family Resource Center coordinator
				Total	$1500	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Our school is currently identified as Distinguished/Progressing by the Kentucky Department of Education. As measured by the KPREP assessment, Beechgrove increased in the areas of achievement, gap, and growth in 2014. In achievement our school went from 23.7 in 2013 to 25.1 in 2014.   In the area of gap we went from 15.1 in 2013 to 17.3 in 2014. Growth went from 23.6 in 2013 to 27 in 2014.

Based on the analysis of the 2012, 2013, and 2014 school report card data by the SBDM Council and faculty of Beechgrove, writing was identified as an area for improvement in the coming year. This has been an area that has been improving over the past three years. According to our School Report Card in the 2011-2012 school year 36.6% of students scored in the proficient or distinguished range in writing on the KPREP. In 2012-2013 40.7% of students scored in the proficient or distinguished range and in 2013-2014 48.5% of students scored in the proficient/distinguished range on the KPREP assessment in writing. Our goal is to have at least 53% of our students scoring in the proficient/distinguished range in writing for 2015.

Based on analysis of 2014 KPREP data 36.6% of students with special needs scored proficient or distinguished in the area of math and 32.7% of students with special needs scored proficient or distinguished in the area of reading. This is an area that has also improved over the last three years. According to the School Report Card in 2011-2012 25.5% of students with disabilities scored proficient or distinguished in reading and 29.8% of students with disabilities scored proficient or distinguished in math. In 2012-2013 19.6% of students with disabilities scored proficient or distinguished in reading and 23.2% of students with disabilities scored proficient or distinguished in math. Based on all of our data improving reading and math proficiency for students with disabilities is also an area of need and a focus of our school.

Based on the analysis of TELL survey data there is a need to differentiate professional learning for our teachers. In order to continue the training of teachers we will collaborate to plan and implement professional development that is differentiated to meet the needs of individual teachers from 45.9 in 2013 to 55.0% by 05/29/2015 according to the TELL survey.

Our number one goal will continue to be reviewing instructional programs and strategies in place to determine their effectiveness. We will continue to keep our focus on academic growth for all students. Beechgrove teachers will review MAP assessment data in addition to formative and summative assessments in their class and in PLC meetings to determine which students are not making adequate progress and target students not making growth with interventions. Students making growth will continue to be challenged with enrichment and extension activities.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Our Annual Measurable Objective (AMO) of 66.0 was reached for 2014. Our overall score was 76.4. The 65.2% of Beechgrove students scored proficient or distinguished in reading and math on KPREP. This was an increase from 56% in 2013. 72.7% of students made typical or higher growth in math and 62% of students made typical or higher growth in reading. Program Review total score was 100. 24.9 points were received for Beechgrove's Program Review Accountability.

We will continue to provide RTI in math and reading to students who are not reaching proficiency as measured by our MAP data. Data analysis and goal setting with our students will continue throughout the year. In math, teachers will continue to use best practice instructional strategies such as, Accountable Talk, Spiral Review, Number Talks, and use of manipulatives. In reading, best practice will also be continued. Teachers will continue to use Accountable Talk, LDC modules, differentiated small group instruction, Read 180 and System 44 and Kagan engagement strategies. PLC meetings will continue to meet weekly to provide opportunities to share Common Core resources and strategies. The FRC, along with the entire staff, will continue to break down barriers to learning.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

In reading only 32.7% of students with IEPs achieved proficient or distinguished. In math 36.5% of students with IEPs achieved proficient or distinguished. In writing there were no students with disabilities scoring proficient or distinguished.

Plans we are making to improve these area of need:

- Job-embedded PD focused on effective co-teaching in collaborative classes

- Utilizing research based resources to teach reading, math and writing to students with disabilities

- Development of IEPs that focus on reducing the gap and increasing student achievement

- Continued monitoring of MAP and IEP data to drive instruction

- Special education staff attendance at weekly PLC meetings

- Increase in rigor for students with disabilities

43.9% of students scored proficient/distinguished in writing.

Plans we are making to improve this area of need:

- Development of school-wide writing program utilizing consistent strategies for writing

- Job embedded professional development focusing on writing expectations at each grade level

- Student writing across all content areas

- Monthly Principal Prompts

- Teaching students strategies for writing under time constraints

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Next Steps:

- We will intentionally plan PLC meetings and professional development that directly address the areas of need.

- Classroom walk-throughs will focus on the areas of need.

- Monitoring of teacher lesson plans to ensure they include differentiated instructional practices for all learners.

- We will begin researching writing programs to implement school-wide.

- Teachers will be trained on the use of different writing strategies such as the 3.8 paragraph model . This strategy will then be taught to students.

- Student engagement techniques will be implemented in classes to optimize learning throughout the day

- Goal setting with students will continue to be a priority.

- Best practice teaching strategies will be revisited such as the use of learning targets, clear expectations for students, vocabulary development, live scoring, rubrics, modeling proficient work and specific student feedback.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Kathy Saunders - Principal

Heather Rabe - Assistant Principal

Nicole Dirks - Counselor

Julia Goodman - Family Resource Coordinator

Angela Ellison - SBDM Member

Kim Stelzer - SBDM Member

Ibeita Byrley - SBDM Member

Ginger Brinker - SBDM Member

Jeff Hans - SBDM Member

Christy Hicks - PTA President

Beechgrove Teachers and Staff

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.29

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.83

	Statement or Question	**Response**	**Rating**
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	**Response**	**Rating**
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	**Response**	**Rating**
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	**Response**	**Rating**
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	**Response**	**Rating**
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	**Response**	**Rating**
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Strengths:

Relationship Building-- District and school staff encourage continuous and meaningful communication with all parents about their student's academic goals and progress. District and school staff identify family interests, needs, and barriers and provides services to ensure academic success. Efforts of our FRC and faculty will continue to break down barriers to learning and communicate with parents setting goals for students to ensure academic success.

Community Partnerships--District and school staff collaborate with all willing organizations to support parents and advocates in addressing individual student needs. The District and school will continue seeking and collaborating with community partners to meet the students' needs.

Need of Improvement:

Communication: At least 50% of parents do not respond to District-wide or school surveys. The school will offer small incentives to students returning surveys to increase parent participation and input.

Decision Making: 40% of parents do not vote in in SBDM parent elections. The school administrators will work with the PTA to develop a plan to increase the number of parents voting in the SBDM parent election.

Parents on SBDM council and committees do not have the opportunity to report to multiple parent groups and seek input through surveys or meetings. The parents on the SBDM council will meet with school administrators to determine how best to seek input from other parents.

Learning Opportunities: School staff display proficient student work however scoring guides that demonstrate academic expectations to parents and students do not always accompany the work. Teachers will be made aware of this as a best practice.

Report Summary

Scores By Section

Section Score
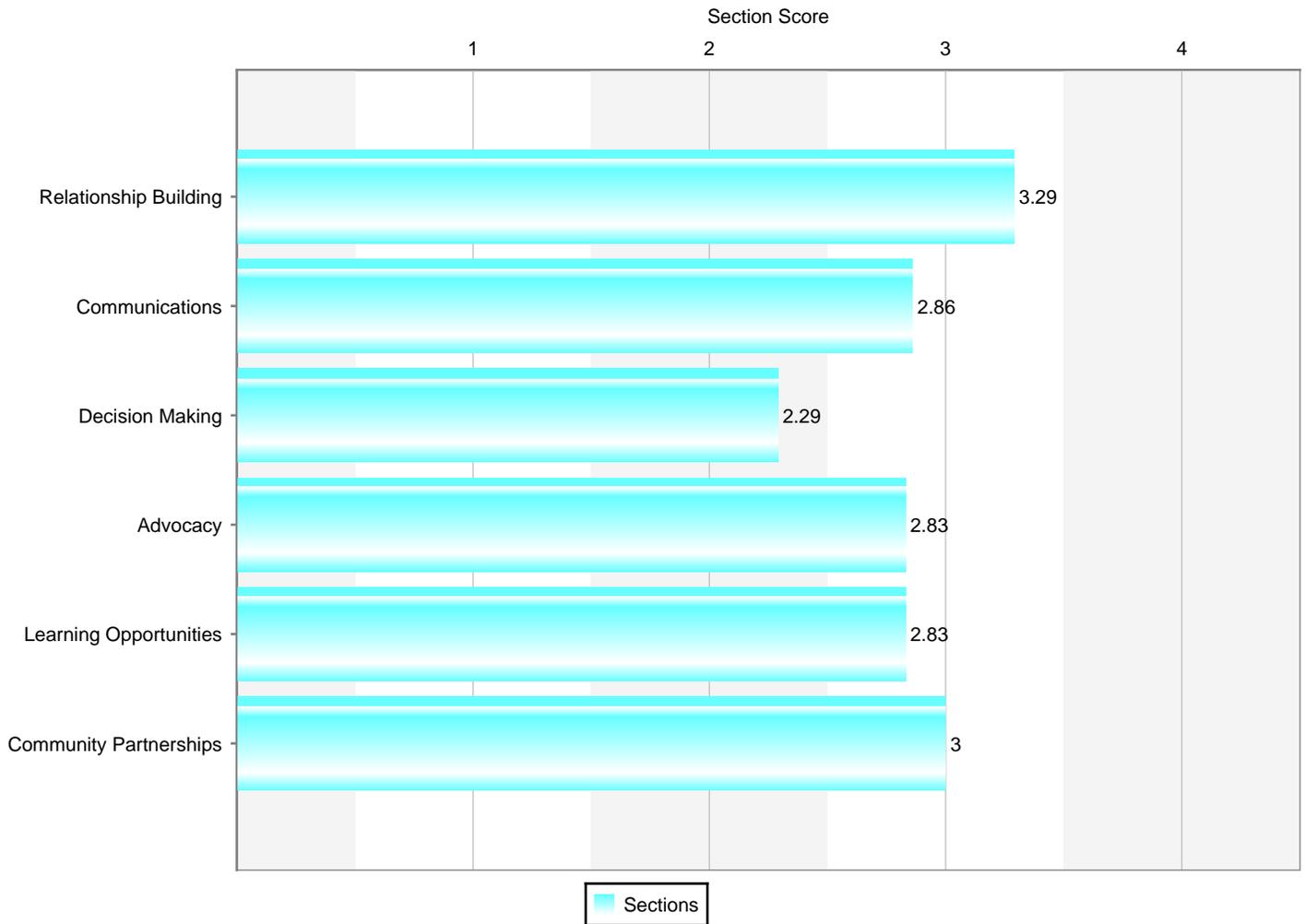
Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Beechgrove's teaching staff and SBDM Council was actively involved in the data analysis process. Most data analysis meetings occurred after school to provide the length of time needed for discussion. Some analysis took place during grade level PLC meetings. Each area was analyzed closely by teachers and administrators. Areas of strengths and needs were assessed and identified. Next steps were discussed and the improvement plan was developed.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teaching staff (K-5 regular education teachers, special education teachers, special area teachers), guidance counselor, administrators, and SBDM Council (including parents and teachers) were responsible for the analysis of KPREP data and the development of specific goals and action plan to improve student achievement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The improvement plan was shared at a SBDM Council meeting with teachers and parents present, as well as at a faculty meeting with the entire teaching staff. The improvement plan will be shared with SBDM committees and goals will be monitored through those committees during monthly meetings. The SBDM Council will review the progress of the improvement plan bi-monthly.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

TELL Survey - Professional Development

Measurable Objective 1:

collaborate to plan and implement professional development that is differentiated to meet the needs of individual teachers from 45.9 in 2013 to 55.0% by 05/29/2015 as measured by the TELL Survey.

Strategy1:

Differentiated Professional Development - -Student data will be analyzed to determine areas of strengths and weaknesses

-Teachers will develop a professional development plan to meet the needs of the students at their grade/content area

-Professional development will be planned and implemented during PLCs and professional development trainings to address the needs of students and teachers

-Teachers will attend district and regional trainings to meet their specific needs

Category: Professional Learning & Support

Research Cited:

Activity - District and Regional Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend district and regional trainings that meet their specific needs in order to improve student achievement, increase student growth and reduce the gap between students with disabilities and students without disabilities	Professional Learning			08/05/2013	05/29/2015	$0 - No Funding Required	School Administrators, teachers, District Consultants

Activity - PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings will be planned and implemented to address the specific needs of teachers at each grade level and content area	Professional Learning			08/21/2013	05/29/2015	$0 - No Funding Required	School administrators, district consultants and teacher leaders

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 65.2% in 2014 to 70.5% by 10/01/2015 as measured by school report delivery targets.

Strategy1:

System 44 Best Practices - System 44 teachers will receive training for implementation of this program. These teachers will meet regularly as a group and with the district literacy consultant to set up the System 44 classrooms and use Best Practices when delivering the System 44 Program.

Category: Professional Learning & Support

Research Cited:

Activity - District support assuring fidelity of the program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System 44 teachers will be supported by the district consultants and school administrators. The implementation of the program will be monitored through walk through and program fidelity checks. Students will be monitored weekly to determine their achievement and growth.	Academic Support Program			09/02/2013	05/30/2014	$0 - No Funding Required	district support staff, building administrators, System 44 teachers

Strategy2:

Common Core Strategies to teach ELA - Teachers will use Common Core strategies to teach reading, writing, and language usage.

Category: Continuous Improvement

Research Cited:

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend weekly PLCs and trainings to teach and support Common Core ELA strategies.	Professional Learning			08/13/2014	05/29/2015	$0 - District Funding	administrative staff, district support staff, teacher leaders

Strategy3:

Common Core Strategies to teach Math - Teachers will use Common Core strategies to teach addition, subtraction, multiplication, division, and math reasoning.

Category: Continuous Improvement

Research Cited:

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend weekly PLC meetings and training sessions that will teach and support Common Core strategies for teaching math	Professional Learning			08/01/2014	05/29/2015	$0 - No Funding Required	administrative staff, district support staff, teacher leaders

Strategy4:

Do the Math Implementation - The Do the Math program will provide math intervention strategies for teachers and Instructional Assistants to use with students not meeting proficiency during Response to Intervention.

Category: Integrated Methods for Learning

Research Cited:

Activity - Implementation of Do-the-Math program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Components of the Do-the-Math program will be implemented with students in order to remediate skill deficits.	Direct Instruction			09/02/2013	05/30/2014	$26511 - Title I Part A	administrative staff, teachers

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention staff will be trained in the Do the Math program, focusing on differentiated instruction for math.	Professional Learning			08/01/2014	12/01/2014	$0 - No Funding Required	district math consultant, teacher leaders, school administrators

Strategy5:

Read 180 Best Practices - Read 180 teacher will complete professional development for the Read 180 program. She will work with the district literacy consultant to set up a Read 180 classroom that meets the needs of this program.

Category: Professional Learning & Support

Research Cited:

Activity - District support assuring fidelity of program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 teacher and school administrators will meet with district support staff on a regular basis to review data, discuss best practices in the implementation of the Read 180 program to ensure the program is being taught to fidelity and students are making growth.	Academic Support Program			08/01/2014	10/01/2015	$0 - No Funding Required	district support staff, Read 180 teacher, school administrators

Activity - Program Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed using MAP and data will be reviewed to determine students' needs. Students meeting eligibility requirements will be placed in the Read 180 program. The program will be implemented to fidelity by the Reading Intervention teacher. Student progress will be monitored weekly to determine student growth and student needs.	Direct Instruction			09/01/2014	05/29/2015	$68422 - Title I Part A	Title I teacher

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready for kindergarten from 35% in 2014 to 40% by 10/01/2015 as measured by the Brigance assessment.

Strategy1:

Kindergarten Readiness - Education of families and community: Programs and resources will be provided by the FRC to families to assist with early intervention. Preschool program will be provided to at-risk students and students with disabilities. Kindergarten Jump Start program will be provided for students entering Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Jump Start Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Kindergarten Jump Start Program will provide strategies and instruction to promote kindergarten readiness skills to incoming kindergarten students.	Direct Instruction			07/28/2014	08/10/2015	$355 - Title I Part A	School administrators, kindergarten teachers

Activity - Bornlearning and ABCs for Parenting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bornlearning Academy will be offered to families with children from the ages of birth - 4 years of age. The training will be provided monthly on topics such as early learning, healthcare, and nutrition. A six week session of ABCs for Parenting will be provided for parents of school age students.	Parent Involvement			10/01/2014	05/01/2015	$1500 - Other	Family Resource Center coordinator

Activity - Preschool Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool program will be offered to at-risk students and students with disabilities to promote school readiness. The preschool curriculum will be differentiated to promote kindergarten readiness skills for students entering kindergarten.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Preschool coordinator, school administrators, and preschool teachers

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready for kindergarten from 35% in 2014 to 40% by 10/01/2015 as measured by the Brigance assessment.

Strategy1:

Kindergarten Readiness - Education of families and community: Programs and resources will be provided by the FRC to families to assist with early intervention. Preschool program will be provided to at-risk students and students with disabilities. Kindergarten Jump Start program will be provided for students entering Kindergarten.

Category: Early Learning

Research Cited:

Activity - Bornlearning and ABCs for Parenting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bornlearning Academy will be offered to families with children from the ages of birth - 4 years of age. The training will be provided monthly on topics such as early learning, healthcare, and nutrition. A six week session of ABCs for Parenting will be provided for parents of school age students.	Parent Involvement			10/01/2014	05/01/2015	$1500 - Other	Family Resource Center coordinator

Activity - Preschool Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool program will be offered to at-risk students and students with disabilities to promote school readiness. The preschool curriculum will be differentiated to promote kindergarten readiness skills for students entering kindergarten.	Academic Support Program			08/25/2014	05/29/2015	$0 - No Funding Required	Preschool coordinator, school administrators, and preschool teachers

Activity - Kindergarten Jump Start Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Kindergarten Jump Start Program will provide strategies and instruction to promote kindergarten readiness skills to incoming kindergarten students.	Direct Instruction			07/28/2014	08/10/2015	$355 - Title I Part A	School administrators, kindergarten teachers

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Proficiency 3rd grade K-Prep

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 74.1% to 76.7% by 10/01/2015 as measured by the School Report Card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Differentiated Instruction - Core math instruction and RTI will be differentiated and students will be flexibly grouped to meet their specific needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Research Based Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Do-the-Math program will be used as an intervention program with students not meeting mastery in basic math skills.	Direct Instruction			09/01/2014	06/01/2015	$25068 - Title I Part A	Teachers, School Administrators

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 64.7% to 68.2% by 10/01/2015 as

measured by the School Report Card Next Generation Learners Achievement for 3rd grade..

Strategy1:

System 44 Best Practices - System 44 teachers will be trained and work with the district literacy consultant to set up the System 44

classrooms and implement the System 44 program with eligible students. The teachers will collaborate and seek district support, if needed,

to promote best practices with this program.

Category: Professional Learning & Support

Research Cited:

Activity - Program Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meeting the eligibility will participate in the System 44 Intervention program and their progress will be monitored weekly with instruction adjusted based on individual need.	Direct Instruction			08/13/2014	05/01/2015	$0 - General Fund	System 44 teachers

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers implementing the System 44 will be trained by District Consultants and Scholastic representatives to insure the program is taught with fidelity.	Professional Learning			08/01/2014	05/29/2015	$0 - District Funding	District Consultants, School Administrators, and System 44 teachers

Activity - District support assuring fidelity of program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District support team will meet with teachers and administrators to ensure fidelity of the program and discuss student data. Throughout the year, teachers will utilize district support for best practice strategies and clarification on fidelity of the program.	Academic Support Program			08/13/2014	06/01/2015	$0 - No Funding Required	District support staff, school administrators, System 44 teachers

Strategy2:

Research Based Intervention Programs - Teachers will differentiate instruction by using research-based computer programs and small group

reading programs to provide instruction and intervention to eligible students. These programs will include, but not be limited to: Reading

Intervention, Read Naturally, Compass Learning, and System 44.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of the Computer Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of the computer based programs through walk through and program fidelity checks. The data from these programs will be discussed during PLC and RTI meetings to insure their effectiveness and student growth.	Academic Support Program			08/13/2014	06/01/2015	$0 - No Funding Required	Administrative staff, classroom teachers, Title I teacher and staff

Activity - Research Based Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment data will be analyzed and students who are not reaching proficiency in reading at grade level will receive researched based intervention programs in a small group setting in order to remediate skill deficits	Direct Instruction			08/13/2014	06/01/2015	$53044 - Title I Part A	Reading Intervention teacher, Instructional Assistants, General education teachers, School Administrators

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP - Special Education

Measurable Objective 1:

collaborate to increase reading achievement for students with disabilities so that the percentage of proficient and distinguished increases from 32.7% in 2014 to 47.2% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Monitor progress of special education students in RTI data meetings - The school RTI data team and special education teachers will meet bi-weekly to discuss and review student growth and teaching strategies.

Category: Continuous Improvement

Research Cited:

Activity - Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education team and RTI data team will meet bi-weekly and discuss student progress, teaching strategies and develop plans to increase student growth. Teachers and administrators will work together to determine effective teaching strategies for individual students.	Academic Support Program			10/01/2014	05/01/2015	$0 - No Funding Required	Special Education District Consultants, Special education teachers, Title I intervention teacher, guidance counselor, school psychologist, principal, and assistant principal

Strategy2:

System 44- - Teachers will receive training and support from Scholastic and Central Office consultants on System 44 instruction and reports. Eligible students will receive instruction daily with the use of System 44 program. Student progress will be monitored and this data will be used to make instructional decisions for individual students.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will review student progress data and criteria for entrance and exiting of students from the System 44 program on a monthly basis	Academic Support Program			10/01/2014	05/29/2015	$0 - No Funding Required	Special education teachers, regular education teachers, Title 1 Intervention Teacher, school administrators

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training and support from Scholastic and Central Office consultants on System 44 and reports generated by System 44.	Academic Support Program			08/01/2014	10/01/2015	$0 - No Funding Required	Special education teachers, District Consultants, School Administrators

Activity - System 44 Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be evaluated to determine if they meet the criteria to participate in the System 44 Reading Intervention Program. Students meeting the criteria will receive a minimum of 30 minutes daily of instruction using the System 44 program. Student achievement will be monitored weekly.	Direct Instruction			09/01/2014	05/29/2015	$0 - General Fund	Special Education Teachers, Title I teacher

Measurable Objective 2:

collaborate to increase achievement for students with disabilities so the percentage of proficient and distinquished students in math increases from 36.5% in 2014 to 51.4% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Co-Teaching and collaboration - Special education teachers will plan and collaborate with the grade level in which their students are assigned. The regular education and special education teachers will attend PLC meetings in which teaching strategies to improve math performance will be discussed. Special education and general education teachers will use a co-teaching model to deliver math instruction in the general education class.

Category: Professional Learning & Support

Research Cited:

Activity - Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers and special education teachers will plan and implement differentiated math instruction in the general education class. Student progress will be monitored and teachers will collaborate to determine effective teaching strategies. This will be monitored during instructional learning walks.	Direct Instruction			09/01/2014	05/29/2015	$0 - No Funding Required	General education teachers, special education teachers, school administrators, district consultants

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and general education teachers will be trained by District Consultants on co-teaching strategies	Professional Learning			08/01/2014	03/01/2015	$0 - No Funding Required	District consultants, special education teachers, general education teachers, school administrators

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education meetings will be held bi-weekly focusing on teaching strategies, student data and student growth.	Academic Support Program			11/01/2014	05/29/2015	$0 - No Funding Required	Special education teachers, special education district consultants, school administrators

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Program Review--Arts and Humanities

Measurable Objective 1:

collaborate to increase our school's Arts and Humanities average overall score from 8.2 in 2014 to 8.7 by 05/29/2015 as measured by the

Program Review State Report.

Strategy1:

Professional Development for teachers - Professional Development will be provided to Arts and Humanities teachers and to regular education teachers in order to strengthen their knowledge of current practices and integration of arts and humanities in the general curriculum.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development for General Education Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided for general education teachers that promote integrating arts and humanities utilization in the general education curriculum	Professional Learning			08/04/2014	05/29/2015	$1000 - General Fund	Arts and Humanities Teachers, District Consultants, School Administrators

Activity - Professional Development for Arts and Humanities teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to Arts and Humanities teachers that keep them abreast of best practices	Professional Learning			07/28/2014	05/29/2015	$500 - General Fund	Arts and Humanities teachers, District Consultant, School Administrators

Goal 2:

Program Review--Writing

Measurable Objective 1:

collaborate to increase our school's Writing average from 8.7 to 9.2 by 05/29/2015 as measured by the Program Review State Report.

Strategy1:

Writing Instruction at all grade levels - 3.8 paragraph writing will be differentiated at each grade level (1.4 and 2.6 paragraph writing) in various genres of writing to enhance the development of student writing. The 3.8 writing strategy will be incorporated into all content area writing including process pieces.

Category: Continuous Improvement

Research Cited:

Activity - Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught to use the 3.8 paragraph writing which will be differentiated at each grade level (1.4 and 2.6 paragraph writing) in various genres of writing to enhance the development of student writing.	Academic Support Program			08/18/2014	05/29/2015	$0 - No Funding Required	General Education Teachers, Building Administrators

Strategy2:

Vertical Planning and Implementation - Teachers from all grade levels will work together to insure the writing plan for Beechgrove

Elementary is being implemented effectively and that students are growing in their knowledge of writing.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing Program Review Committee will meet monthly to review the writing policy and writing program review objectives. They will share the writing policy across all grade levels and insure it's implementation. Expectations for each grade level will be reviewed and implemented	Academic Support Program			10/01/2014	05/29/2015	$0 - No Funding Required	Writing Program Review Committee

Goal 3:

Program Review -- PLCS

Measurable Objective 1:

collaborate to improve formative and summative assessment expectations for student learning in PL/CS from needs improvement to

proficient by 06/01/2015 as measured by Program Review rubric.

Strategy1:

Professional Learning - During PLCs teachers will develop and share scoring guides and rubrics used to assess PL/CS instructional activities

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District consultant will work with teachers during PLCs to develop scoring guides, models and rubrics to assess student performance in PL/CS.	Professional Learning			12/01/2014	05/15/2015	$0 - No Funding Required	District Consultants, School Administrators, teachers

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	April 2014, 2014	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	April 15, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	June 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 11, 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2014	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		