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 over 650 students in preschool through fifth grades. Based on 2014-15 Kentucky Accountability Performance data, Beechgrove Elementary is a distinguished, progressing, School of Distinction. Beechgrove was ranked in the 98th percentile in Kentucky earning a score of 78.8. Our school exceeded the Annual Measurable Objective (AMO) for 2014-15 set by the state of 76.1, by receiving the overall score of 78.8.   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. 36% of the teachers have a Master's degree and 24% have a Rank 1. Six 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, EL (English Language Learners) teachers, Gifted and Talented Educational teachers, reading intervention teachers 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, and Running Club. Beechgrove students also participate in the Reflections 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, 2014, 2015 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 several 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. For the 2014-2015 school year 46.2 percent of students scored in the proficient/distinguished range. Our goal was to have at least 53% of our students scoring in this range in writing. We will continue to work as a school team to vertically plan and implement strategies which will enable all students to become proficient or distinguished writers.

Based on analysis of 2014-2015 KPREP data 33.3% of students with special needs scored proficient or distinguished in the area of math and 45.2% 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 four 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. In 2013-2014 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. Based on all of our data improving reading and math proficiency for students with disabilities continues to be an area of focus for our school.

Based on the analysis of TELL survey data there is a need for teachers to be more directly involved in school improvement. In order to accomplish this goal teachers we will collaborate during committee meetings to develop and regularly monitor CSIP goals and objectives.

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 2015-2016 CSIP

Overview

Plan Name

Plan for 2015-2016 CSIP

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 - School Improvement Planning	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$2500
3	Proficiency 3rd grade K-Prep	Objectives: 2 Strategies: 3 Activities: 8	Organizational	$78112
4	Proficiency/Achievement	Objectives: 1 Strategies: 6 Activities: 8	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: 3	Organizational	$1500
7	Program Review--Writing	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0
8	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
9	Program Review -- PLCS	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
10	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: TELL Survey - School Improvement Planning

Measurable Objective 1:

collaborate to increase the role of teachers in school improvement planning from 48% in 2015 to 70% by 05/15/2017 as measured by the TELL Survey.

Strategy 1:

School Improvement Planning - CSIP will be reviewed during PLC, committee and/or faculty meetings. Each committee will be given responsibility in revision and implementation and monitoring of the CSIP. SBDM and Committee agendas and minutes will be shared with all faculty members.

Input from committees will be shared with SBDM committee.

Category: Stakeholder Engagement

Activity - Committee meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly committee meetings with equal representation from all teaching teams	Professional Learning	10/05/2015	05/31/2017	$0	No Funding Required	School administrators, district consultants and teacher leaders

Goal 2: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready for kindergarten from 47.6% in 2015 to 51% by 10/01/2016 as measured by the Brigance assessment (100% Kindergarten students assessed). .

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 | 10/01/2015 | 05/20/2016 | $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	08/17/2015	05/27/2016	$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
A Kindergarten Jump Start Program will be offered before the school year begins in order to promote kindergarten readiness skills for incoming kindergarten students.	Direct Instruction	07/18/2016	08/08/2016	$1000	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 distinguished 3rd grade students in reading from 58.2% in 2015 to 68.2% by 10/01/2016 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: EIR, 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	08/17/2015	05/27/2016	$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. Small groups will focus on development of phonetic and phonemic skills, reading fluency skills, reading comprehension skills, and vocabulary development	Direct Instruction	08/31/2015	06/01/2016	$53044	Title I Part A	Reading Intervention teachers, General Education Teachers, School Administrators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLCs, professional development, and faculty meetings teachers will discuss research based instructional strategies that will promote reading proficiency for all students. Grade level teams will collaborate to plan effective reading lessons to meet the needs of all students based on data analysis.	Professional Learning	08/10/2015	04/12/2016	$0	No Funding Required	Administrative Staff, Teachers

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	08/10/2015	06/01/2016	$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	08/01/2015	05/01/2016	$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	08/31/2015	05/27/2016	$0	General Fund	System 44 teachers

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 59.3% to 70% by 10/01/2016 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. RTI groups will be developed to address the students' specific skill deficits based on formative and summative assessment data.

Category: Integrated Methods for Learning

Activity - Research Based Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based computerized programs such as FasttMath and Compass will be utilized with students along with small group instruction and spiral reviews to remediate skill deficits based on analysis of formative and summative assessment data.	Direct Instruction	08/31/2015	06/01/2016	$25068	Title I Part A	Teachers, School Administrators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching teams and instructional content teams will meet during PLCs and faculty meetings to learn about and share researched based instructional strategies and assessment methods.	Professional Learning	08/10/2015	05/27/2016	$0	No Funding Required	Teachers, School Administrators, District Instructional Support Staff

Goal 4: Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 66% in 2015 to 70% by 10/01/2016 as measured by School Report Card Delivery Targets.

Strategy 1:

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

Category: Continuous Improvement

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

| Teachers will participate in PLC meetings and training sessions that will teach and support Common Core strategies to be used with students when teaching math. Teachers will receive and share information on assessment strategies, instructional strategies and engagement strategies. | Professional Learning | 08/01/2015 | 05/01/2016 | $0 | No Funding Required | school based administrators , district instructional support staff, teacher leaders |

Strategy 2:

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

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLCs and professional development in order to advance skills to teach and support standards based Common Core ELA instructional strategies.	Professional Learning	08/01/2015	05/01/2016	$0	District Funding	administrative staff, district instructional 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 the students 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	08/01/2015	10/01/2016	$0	No Funding Required	district instructional support staff, Read 180 teachers, 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	09/01/2015	05/31/2016	$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	09/01/2015	05/27/2016	$0	No Funding Required	district instructional support staff, building administrators, System 44 teachers

Strategy 5:

Research Based Programs - Research based math programs such as Compass and FasttMath will be used to assess and instruct students in order to improve math fluency and comprehension. Vocabulary skills will be explicitly taught during whole group and small group instructional activities. Wrong answer analysis will be utilized after common assessments in order for students to have a better understanding of math concepts.

Category: Integrated Methods for Learning

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of FASTTMATH, Compass Learning, vocabulary development and wrong answer analysis	Direct Instruction	08/01/2015	05/28/2016	$26511	Title I Part A	administrative staff, teachers

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will participate in PLC meetings and professional learning in order to implement researched based programs with fidelity.	Professional Learning	08/01/2015	05/28/2016	$0	No Funding Required	district math consultant, teacher leaders, school administrators

Strategy 6:

Differentiation - Students will participate in differentiated small groups based on analysis of formative and summative data in order to remediate skill deficits and misconceptions.

Category: Integrated Methods for Learning

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

Teachers will analyze formative and summative data and develop instructional small groups within the classroom to remediate and advance math skills and develop math fluency and comprehension skills.	Direct Instruction	09/01/2015	05/27/2016	$0	No Funding Required	Teachers

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 46.3. in 2015 to 48% by 09/30/2016 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 monthly 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 monthly 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	10/01/2015	05/30/2016	$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

	Academic Support Program	08/03/2015	04/01/2016	$0	No Funding Required	Special education teachers, District Consultants, School Administrators
Teachers receive training and support from Scholastic and Central Office consultants on System 44 and reports generated by System 44.						

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	10/01/2015	06/03/2016	$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	08/31/2015	06/03/2016	$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 distinguished students in math increases from 34.1% in 2015 to 44.7% by 09/30/2016 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 work with district consultants to develop math instructional strategies that address the needs of special education students	Professional Learning	08/03/2015	04/04/2016	$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	08/31/2015	06/03/2016	$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 monthly focusing on teaching strategies, student data and student growth.	Academic Support Program	11/02/2015	06/03/2016	$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 improve the instructional strategies implementation between Arts and Humanities teachers and General Education teachers in order to improve from 99% in 2015 of indicators proficient to 100% of indicators proficient. by 06/01/2016 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	08/03/2015	06/03/2016	$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	08/03/2015	05/10/2016	$1000	General Fund	Arts and Humanities Teachers, District Consultants, School Administrators

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be scheduled opportunities during faculty meetings for collaborative sharing/planning between Arts and Humanities teaches and general education teachers.	Professional Learning	01/12/2016	05/27/2016	$0	No Funding Required	Arts and Humanities teachers

Goal 7: Program Review--Writing

Measurable Objective 1:

collaborate to increase our school's writing average from 8.7 in 2015 to 9.2 by 06/01/2016 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	10/05/2015	05/27/2016	$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	09/07/2015	05/27/2016	$0	No Funding Required	General Education Teachers, Building Administrators

Strategy 3:

Professional Learning - Teachers will be provided with professional learning opportunities during PLC meetings, professional development and Faculty meetings to improve their knowledge of best practices and instructional strategies to be used when teaching writing to students.

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities to discuss writing strategies, learn best practices and share student writing samples during PLC meetings, professional development and faculty meetings. Teachers will review scoring rubrics and score sample pieces in order to calibrate and promote accurate scoring of student pieces.	Professional Learning	08/03/2015	06/06/2016	$0	No Funding Required	District Instructional Consultants, Teacher Leaders, School Administrators

Goal 8: Wellness Plan

Measurable Objective 1:

collaborate to implement a wellness plan to increase the awareness of the district and school Wellness Policy by school employees to all faculty members to 100% by 06/06/2016 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 oversee the implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy. The committee will work together to develop staff wellness activities that will be offered to the staff to promote wellness.	Policy and Process	08/17/2015	06/06/2016	$0	No Funding Required	Wellness Committee, School Administrators

Goal 9: Program Review -- PLCS

Measurable Objective 1:

collaborate to improve formative and summative assessments for students in PL/CS programs, increasing the rating on the Program Review Report from 2.0 in 2015 to 2.5. by 06/01/2015 as measured by Program Review rubric.

Strategy 1:

Professional Learning - During PLC and Program Review committee meetings teachers will develop and share scoring guides and rubrics used to assess PL/CS

instructional activities. All PLCS lessons will include a formative and/or summative assessment.

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District consultants and PLCS teacher leaders will work with teachers during PLC and Program Review Committee meetings to develop scoring guides, models and rubrics to assess student performance in PL/CS instructional activities.	Professional Learning	12/07/2015	06/06/2016	$0	No Funding Required	District Consultants, School Administrators, Teachers Leaders

Goal 10: Novice Reduction

Measurable Objective 1:

collaborate to decrease the students scoring novice in reading on KPREP from 13.9 in 2015 to 12.15 by 05/27/2016 as measured by School Report Card.

Strategy 1:

Research Based Interventions - Students will be assessed through MAP and summative and formative assessments within the class to determine their proficiency in reading. Intervention programs such as System 44, Read 180, Reading Intervention, Read Naturally, Compass, EIR and small group instruction for re-teaching of common core will be implemented with students that are not scoring in the proficient range.

Category: Integrated Methods for Learning

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of the intervention 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.	Direct Instruction	08/24/2015	05/27/2016	$0	No Funding Required	School Level Administrators, District Consultants and Instructional Support Staff, 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	08/31/2015	06/03/2016	$0	Special Education Teachers, Title I teacher
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	08/03/2015	06/03/2016	$500	Arts and Humanities teachers, District Consultant, School Administrators
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	08/03/2015	05/10/2016	$1000	Arts and Humanities Teachers, District Consultants, 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	08/31/2015	05/27/2016	$0	System 44 teachers
				Total	$1500	

No Funding Required

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

Professional Learning	Teachers will be provided opportunities to discuss writing strategies, learn best practices and share student writing samples during PLC meetings, professional development and faculty meetings. Teachers will review scoring rubrics and score sample pieces in order to calibrate and promote accurate scoring of student pieces.	Professional Learning	08/03/2015	06/06/2016	$0	District Instructional Consultants, Teacher Leaders, 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	10/05/2015	05/27/2016	$0	Writing Program Review Committee
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	08/31/2015	06/03/2016	$0	General education teachers, special education teachers, school administrators, district consultants
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	08/10/2015	06/01/2016	$0	District support staff, school administrators, System 44 teachers
Collaboration	Special Education meetings will be held monthly focusing on teaching strategies, student data and student growth.	Academic Support Program	11/02/2015	06/03/2016	$0	Special education teachers, special education district consultants, school administrators
Professional Learning	District consultants and PLCS teacher leaders will work with teachers during PLC and Program Review Committee meetings to develop scoring guides, models and rubrics to assess student performance in PL/CS instructional activities.	Professional Learning	12/07/2015	06/06/2016	$0	District Consultants, School Administrators, Teachers Leaders

Professional Development	Special education and general education teachers will work with district consultants to develop math instructional strategies that address the needs of special education students	Professional Learning	08/03/2015	04/04/2016	$0	District consultants, special education teachers, general education teachers, 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	09/07/2015	05/27/2016	$0	General Education Teachers, Building Administrators
Professional Learning	Teaching teams and instructional content teams will meet during PLCs and faculty meetings to learn about and share researched based instructional strategies and assessment methods.	Professional Learning	08/10/2015	05/27/2016	$0	Teachers, School Administrators, District Instructional Support Staff
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	08/01/2015	10/01/2016	$0	district instructional support staff, Read 180 teachers, school administrators
Differentiation	Teachers will analyze formative and summative data and develop instructional small groups within the classroom to remediate and advance math skills and develop math fluency and comprehension skills.	Direct Instruction	09/01/2015	05/27/2016	$0	Teachers
Research Based Interventions	Monitor implementation of the intervention 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.	Direct Instruction	08/24/2015	05/27/2016	$0	School Level Administrators, District Consultants and Instructional Support Staff, Teachers
Wellness Leadership Development	A committee oversee the implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy. The committee will work together to develop staff wellness activities that will be offered to the staff to promote wellness.	Policy and Process	08/17/2015	06/06/2016	$0	Wellness Committee, School Administrators

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	10/01/2015	06/03/2016	$0	Special education teachers, regular education teachers, Title 1 Intervention Teacher, school administrators
Collaboration	There will be scheduled opportunities during faculty meetings for collaborative sharing/planning between Arts and Humanities teaches and general education teachers.	Professional Learning	01/12/2016	05/27/2016	$0	Arts and Humanities teachers
Committee meetings	Monthly committee meetings with equal representation from all teaching teams	Professional Learning	10/05/2015	05/31/2017	$0	School administrators, district consultants and teacher leaders
Professional Learning	During PLCs, professional development, and faculty meetings teachers will discuss research based instructional strategies that will promote reading proficiency for all students. Grade level teams will collaborate to plan effective reading lessons to meet the needs of all students based on data analysis.	Professional Learning	08/10/2015	04/12/2016	$0	Administrative Staff, 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	08/03/2015	04/01/2016	$0	Special education teachers, District Consultants, School Administrators
Professional Learning	Teachers will participate in PLC meetings and training sessions that will teach and support Common Core strategies to be used with students when teaching math. Teachers will receive and share information on assessment strategies, instructional strategies and engagement strategies.	Professional Learning	08/01/2015	05/01/2016	$0	school based administrators, district instructional support staff, teacher leaders

Data Review Meetings	Special Education team and RTI data team will meet monthly 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	10/01/2015	05/30/2016	$0	Special Education District Consultants, Special education teachers, Title I intervention teacher, guidance counselor, school psychologist, principal, and assistant principal
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	08/17/2015	05/27/2016	$0	Preschool coordinator, school administrators, and preschool teachers
Training	Teacher will participate in PLC meetings and professional learning in order to implement researched based programs with fidelity.	Professional Learning	08/01/2015	05/28/2016	$0	district math consultant, teacher leaders, school administrators
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	09/01/2015	05/27/2016	$0	district instructional support staff, building administrators, System 44 teachers
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	08/17/2015	05/27/2016	$0	Administrative staff, classroom teachers, Title I teacher and staff
				Total	$0	

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	10/01/2015	05/20/2016	$1500	Family Resource Center coordinator
				Total	$1500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Teachers will participate in PLCs and professional development in order to advance skills to teach and support standards based Common Core ELA instructional strategies.	Professional Learning	08/01/2015	05/01/2016	$0	administrative staff, district instructional support staff, teacher leaders
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	08/01/2015	05/01/2016	$0	District Consultants, School Administrators, and System 44 teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Jump Start Program	A Kindergarten Jump Start Program will be offered before the school year begins in order to promote kindergarten readiness skills for incoming kindergarten students.	Direct Instruction	07/18/2016	08/08/2016	$1000	School administrators, kindergarten 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	09/01/2015	05/31/2016	$68422	Title I teacher

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. Small groups will focus on development of phonetic and phonemic skills, reading fluency skills, reading comprehension skills, and vocabulary development	Direct Instruction	08/31/2015	06/01/2016	$53044	Reading Intervention teachers, General Education Teachers, School Administrators
Research Based Interventions	Utilization of FASTTMATH, Compass Learning, vocabulary development and wrong answer analysis	Direct Instruction	08/01/2015	05/28/2016	$26511	administrative staff, teachers
Research Based Program	Research based computerized programs such as FasttMath and Compass will be utilized with students along with small group instruction and spiral reviews to remediate skill deficits based on analysis of formative and summative assessment data.	Direct Instruction	08/31/2015	06/01/2016	$25068	Teachers, School Administrators
				Total	$174045	

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?

Beechgrove Elementary is currently identified as Distinguished/Progressing, School of Distinction by the Kentucky Department of Education. As measured by the KPREP assessment, Beechgrove was ranked in the 98th percentile receiving an overall score of 78.8. Accountability Components rose in both Next-Generation Learners and Program Review. The weighted score dropped slightly in achievement from 25.1 in 2014 to 24.9 in 2015. The Gap score rose to 18.1 in 2015 from 17.3 in 2014. The Growth score also rose to 29.5 in 2015 from 27.0 in 2014. Based on the analysis of the 2013, 2014, and 2015 school report card by the SBDM Council and the faculty of Beechgrove, writing was identified as an area for improvement in the coming year. This has been an area of focus over the past several years and the number of students in the proficient and distinguished areas have seen gains however 2015 data showed a slight decrease from 2014 data. According to the School Report Card in 2013-14 48.5% of students scored in the proficient and distinguished range and in 2014-15 45.7% of students scored in the proficient and distinguished range. In 2014-15 school year 50% of students were in the apprentice range. Our goal for the 2015-16 school year is to have at least 53% of our students in the proficient/distinguished range in on demand writing.

Based on the 2014-15 School Report Card 34.1% of students with IEPs scored proficient or distinguished in math which was a decrease from 36.5% scoring in this range in 2013-14. 46.3% of students with IEPs scored in the proficient or distinguished range in reading which was an increase from 32.7% in 2013-14. We will be analyzing the students current MAP data and formative assessments in their class in order to maintain the gains that were made in reading and increase proficiency for students with IEPs in Math.

We are also focusing on decreasing the number of students scoring in the novice range in all achievement areas. Our goal is to have no students scoring in the novice range.

We will continue to review our instructional programs and strategies that are in place in order 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 those students for interventions. Students making growth will continue to be challenged with enrichment and extension activities.
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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?

Beechgrove exceeded the Annual Measurable Objective (AMO) of 76.1 with an overall score of 78.8. 66% of students scored in the proficient/distinguished range for the combined reading and math score which was an increase from 59.7 in 2013-14 and 56.0 in 2012-13. 62.8% of students who participate in the Free/Reduced Lunch program at Beechgrove , which is one of our Gap Groups, scored in the proficient or distinguished range for the combined reading and math scores. This is an increase from 54.1% of students who scored in the range in 2013-14.

73.7% of students at Beechgrove made typical or better growth in both reading and math. This was an increase from 62% of students making typical growth in reading in 2013-14 and 72.7% of students making typical or better growth in math in 2013-14.

Data analysis will be continued and we will provide RTI in math and reading with students who are not reaching proficiency as measured by our MAP data. Goal setting with our students will continue throughout the school year. In math, teachers will continue to use best practice instructional strategies such as Number Talks, Spiral Review, Accountable Talk, use of manipulatives and small group instruction. In reading, best practice will also be continued by using LDC modules, differentiated small group instruction, Read 180 and System 44, Accountable Talk and Kagan engagement strategies. PLC meetings will continue to meet weekly to provide opportunities to share Common Core resources and strategies. The entire staff including the Family Resource Center will continue to break down barriers to learning and provide parent engagement activities in order to help parents understand strategies that are being used in the classroom and how they can help their children learn at home.

Opportunities for Improvement

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

45.7% of Beechgrove students scored proficient/distinguished in writing--50% of students scored in the apprentice range.

Plans we are making to improve this area of need:

-Continued implementation of a school-wide writing program utilizing consistent strategies.

-Continued monthly principal prompts in which all students within the school will complete an on-demand writing piece. These will be analyzed by the teacher and student in order to help the student improve his/her writing skills.

-Job embedded professional development during PLCs and faculty meetings focusing on writing curriculum and strategies as well as writing expectations at each grade level.

-Students will be writing across all content areas, learning how to communicate through writing.

Reduce the Novice Levels--13.9% of students scored in the novice range in reading and 10.9% of students scored in the novice range in math.

-We will continue to target students scoring in the novice range on KPREP and MAP assessments and provide researched based instructional programs at all grade levels.

-Utilize Math Fluency Based Assessments and intervention strategies to improve math fluency

-Continue goal setting with all students and providing rigorous instructional strategies.

34.1% of students with IEPs scored in the proficient/distinguished range in math and 46.3% of students with IEPs scored proficient/distinguished in reading.

-Student progress data will continue to be monitored by special education teachers during bi-weekly meetings and strategies will be developed and implemented that best meet the students learning styles.

-Assess mathematical thinking through the Math Fluency Assessments and address skill deficits.

-Continue assessing students skills by using classroom common assessments in the classroom and help student advocate for themselves during these assessments by utilizing the accommodations that they qualify for.

Conclusion

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

Next Steps:

PLC meetings and professional development will be intentionally planned to address the areas of need.

Classroom walk throughs will provide specific feedback to teachers on instructional strategies that are observed.

School-wide writing program will continue to be implemented and monitored.

Students will increase writing across all content areas

Student engagement strategies will continue to be implemented in order to optimize student learning

Goal setting with students will continue to be a priority

Best practice teaching strategies will continue to be implemented in all classrooms such as use of learning targets, clear expectations for students, vocabulary development, live scoring of writing pieces and exit slips, modeling of proficient work, and specific student feedback.

KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

TELL Survey - School Improvement Planning

Measurable Objective 1:

collaborate to increase the role of teachers in school improvement planning from 48% in 2015 to 70% by 05/15/2017 as measured by the TELL Survey.

Strategy1:

School Improvement Planning - CSIP will be reviewed during PLC, committee and/or faculty meetings. Each committee will be given responsibility in revision and implementation and monitoring of the CSIP. SBDM and Committee agendas and minutes will be shared with all faculty members.

Input from committees will be shared with SBDM committee.

Category: Stakeholder Engagement

Research Cited:

Activity - Committee meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly committee meetings with equal representation from all teaching teams	Professional Learning	10/05/2015	05/31/2017	$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 66% in 2015 to 70% by 10/01/2016 as measured by School Report Card Delivery Targets.

Strategy1:

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 the students of this program.

Category: Professional Learning & Support

Research Cited:

Activity - Program Implementation	Activity Type	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	09/01/2015	05/31/2016	$68422 - Title I Part A	Title I teacher

Activity - District support assuring fidelity of program	Activity Type	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	08/01/2015	10/01/2016	$0 - No Funding Required	district instructional support staff, Read 180 teachers, school administrators

Strategy2:

Research Based Programs - Research based math programs such as Compass and FasttMath will be used to assess and instruct students in order to improve math fluency and comprehension. Vocabulary skills will be explicitly taught during whole group and small group instructional activities. Wrong answer analysis will be utilized after common assessments in order for students to have a better understanding of math concepts.

Category: Integrated Methods for Learning

Research Cited:

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of FASTTMATH, Compass Learning, vocabulary development and wrong answer analysis	Direct Instruction	08/01/2015	05/28/2016	$26511 - Title I Part A	administrative staff, teachers

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will participate in PLC meetings and professional learning in order to implement researched based programs with fidelity.	Professional Learning	08/01/2015	05/28/2016	$0 - No Funding Required	district math consultant, teacher leaders, school administrators

Strategy3:

Differentiation - Students will participate in differentiated small groups based on analysis of formative and summative data in order to remediate skill deficits and misconceptions.

Category: Integrated Methods for Learning

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze formative and summative data and develop instructional small groups within the classroom to remediate and advance math skills and develop math fluency and comprehension skills.	Direct Instruction	09/01/2015	05/27/2016	$0 - No Funding Required	Teachers

Strategy4:

Common Core Strategies to teach ELA - Teachers will utilize standards based Common Core strategies to teach reading, writing, and

language usage.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLCs and professional development in order to advance skills to teach and support standards based Common Core ELA instructional strategies.	Professional Learning	08/01/2015	05/01/2016	$0 - District Funding	administrative staff, district instructional support staff, teacher leaders

Strategy5:

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	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	09/01/2015	05/27/2016	$0 - No Funding Required	district instructional support staff, building administrators, System 44 teachers

Strategy6:

Common Core Strategies to teach Math - Teachers will use standards based Common Core strategies to teach addition, subtraction,

multiplication, division, and math reasoning.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings and training sessions that will teach and support Common Core strategies to be used with students when teaching math. Teachers will receive and share information on assessment strategies, instructional strategies and engagement strategies.	Professional Learning	08/01/2015	05/01/2016	$0 - No Funding Required	school based administrators, district instructional support staff, teacher leaders

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready for kindergarten from 47.6% in 2015 to 51% by 10/01/2016 as measured by the Brigance assessment (100% Kindergarten students assessed). .

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 - Preschool Program	Activity Type	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	08/17/2015	05/27/2016	$0 - No Funding Required	Preschool coordinator, school administrators, and preschool teachers

Activity - Bornlearning and ABCs for Parenting	Activity Type	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	10/01/2015	05/20/2016	$1500 - Other	Family Resource Center coordinator

Activity - Kindergarten Jump Start Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Jump Start Program will be offered before the school year begins in order to promote kindergarten readiness skills for incoming kindergarten students.	Direct Instruction	07/18/2016	08/08/2016	$1000 - Title I Part A	School administrators, kindergarten 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 47.6% in 2015 to 51% by 10/01/2016 as measured by the Brigance assessment (100% Kindergarten students assessed). .

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	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	10/01/2015	05/20/2016	$1500 - Other	Family Resource Center coordinator

Activity - Preschool Program	Activity Type	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	08/17/2015	05/27/2016	$0 - No Funding Required	Preschool coordinator, school administrators, and preschool teachers

Activity - Kindergarten Jump Start Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Jump Start Program will be offered before the school year begins in order to promote kindergarten readiness skills for incoming kindergarten students.	Direct Instruction	07/18/2016	08/08/2016	$1000 - 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 59.3% to 70% by 10/01/2016 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. RTI groups will be developed to address the students' specific skill deficits based on formative and summative assessment data.

Category: Integrated Methods for Learning

Research Cited:

Activity - Research Based Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based computerized programs such as FasttMath and Compass will be utilized with students along with small group instruction and spiral reviews to remediate skill deficits based on analysis of formative and summative assessment data.	Direct Instruction	08/31/2015	06/01/2016	$25068 - Title I Part A	Teachers, School Administrators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching teams and instructional content teams will meet during PLCs and faculty meetings to learn about and share researched based instructional strategies and assessment methods.	Professional Learning	08/10/2015	05/27/2016	$0 - No Funding Required	Teachers, School Administrators, District Instructional Support Staff

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 58.2% in 2015 to 68.2% by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement for 3rd grade..

Strategy1:

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: EIR, Reading Intervention, Read Naturally, Compass Learning, and System 44.

Category: Continuous Improvement

Research Cited:

Activity - Research Based Intervention Programs	Activity Type	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. Small groups will focus on development of phonetic and phonemic skills, reading fluency skills, reading comprehension skills, and vocabulary development	Direct Instruction	08/31/2015	06/01/2016	$53044 - Title I Part A	Reading Intervention teachers, General Education Teachers, School Administrators

Activity - Monitor Implementation of the Computer Programs	Activity Type	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	08/17/2015	05/27/2016	$0 - No Funding Required	Administrative staff, classroom teachers, Title I teacher and staff

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, professional development, and faculty meetings teachers will discuss research based instructional strategies that will promote reading proficiency for all students. Grade level teams will collaborate to plan effective reading lessons to meet the needs of all students based on data analysis.	Professional Learning	08/10/2015	04/12/2016	$0 - No Funding Required	Administrative Staff, Teachers

Strategy2:

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	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	08/31/2015	05/27/2016	$0 - General Fund	System 44 teachers

Activity - District support assuring fidelity of program	Activity Type	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	08/10/2015	06/01/2016	$0 - No Funding Required	District support staff, school administrators, System 44 teachers

Activity - Teacher Training	Activity Type	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	08/01/2015	05/01/2016	$0 - District Funding	District Consultants, School Administrators, and System 44 teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP - Special Education

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so the percentage of proficient and distinguished students in math increases from 34.1% in 2015 to 44.7% by 09/30/2016 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	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	08/31/2015	06/03/2016	$0 - No Funding Required	General education teachers, special education teachers, school administrators, district consultants

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education meetings will be held monthly focusing on teaching strategies, student data and student growth.	Academic Support Program	11/02/2015	06/03/2016	$0 - No Funding Required	Special education teachers, special education district consultants, school administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and general education teachers will work with district consultants to develop math instructional strategies that address the needs of special education students	Professional Learning	08/03/2015	04/04/2016	$0 - No Funding Required	District consultants, special education teachers, general education teachers, school administrators

Measurable Objective 2:

collaborate to increase reading achievement for students with disabilities so that the percentage of proficient and distinguished increases from 46.3. in 2015 to 48% by 09/30/2016 as measured by school report card delivery targets.

Strategy1:

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	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	06/03/2016	$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	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	08/31/2015	06/03/2016	$0 - General Fund	Special Education Teachers, Title I teacher

Activity - Teacher Training	Activity Type	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	08/03/2015	04/01/2016	$0 - No Funding Required	Special education teachers, District Consultants, School Administrators

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Data Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education team and RTI data team will meet monthly 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	10/01/2015	05/30/2016	$0 - No Funding Required	Special Education District Consultants, Special education teachers, Title I intervention teacher, guidance counselor, school psychologist, principal, and assistant principal

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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 improve the instructional strategies implementation between Arts and Humanities teachers and General Education teachers in order to improve from 99% in 2015 of indicators proficient to 100% of indicators proficient. by 06/01/2016 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 Arts and Humanities teachers	Activity Type	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	08/03/2015	06/03/2016	$500 - General Fund	Arts and Humanities teachers, District Consultant, School Administrators

Activity - Professional Development for General Education Teachers	Activity Type	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	08/03/2015	05/10/2016	$1000 - General Fund	Arts and Humanities Teachers, District Consultants, School Administrators

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be scheduled opportunities during faculty meetings for collaborative sharing/planning between Arts and Humanities teaches and general education teachers.	Professional Learning	01/12/2016	05/27/2016	$0 - No Funding Required	Arts and Humanities teachers

Goal 2:

Program Review--Writing

Measurable Objective 1:

collaborate to increase our school's writing average from 8.7 in 2015 to 9.2 by 06/01/2016 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	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	09/07/2015	05/27/2016	$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	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	10/05/2015	05/27/2016	$0 - No Funding Required	Writing Program Review Committee

Strategy3:

Professional Learning - Teachers will be provided with professional learning opportunities during PLC meetings, professional development

and Faculty meetings to improve their knowledge of best practices and instructional strategies to be used when teaching writing to students.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities to discuss writing strategies, learn best practices and share student writing samples during PLC meetings, professional development and faculty meetings. Teachers will review scoring rubrics and score sample pieces in order to calibrate and promote accurate scoring of student pieces.	Professional Learning	08/03/2015	06/06/2016	$0 - No Funding Required	District Instructional Consultants, Teacher Leaders, School Administrators

Goal 3:

Program Review -- PLCS

Measurable Objective 1:

collaborate to improve formative and summative assessments for students in PL/CS programs, increasing the rating on the Program Review

Report from 2.0 in 2015 to 2.5. by 06/01/2015 as measured by Program Review rubric.

Strategy1:

Professional Learning - During PLC and Program Review committee meetings teachers will develop and share scoring guides and rubrics

used to assess PL/CS instructional activities. All PLCS lessons will include a formative and/or summative assessment.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District consultants and PLCS teacher leaders will work with teachers during PLC and Program Review Committee meetings to develop scoring guides, models and rubrics to assess student performance in PL/CS instructional activities.	Professional Learning	12/07/2015	06/06/2016	$0 - No Funding Required	District Consultants, School Administrators, Teachers Leaders

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
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.	N/A		

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.	N/A		

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.	N/A		

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
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.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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.	N/A		

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 (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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators 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.	N/A		

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		

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

The following stakeholders were engaged 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 Teacher member

Kim Stelzer, SBDM Teacher member

Theresa Faeth, SBDM Teacher member

Jeff Hans, SBDM Parent member

Ginger Brinker, SBDM Parent member

Christy Hicks, PTA President

Beechgrove Teachers and Staff

Relationship Building

Overall Rating: 3.29

	Statement or Question	**Response**	**Rating**
2.1	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**
2.2	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**
2.3	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**
2.4	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**
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	**Response**	**Rating**
2.6	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**
2.7	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 2.86

	Statement or Question	**Response**	**Rating**
3.1	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**
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	**Response**	**Rating**
3.3	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.	Proficient

	Statement or Question	**Response**	**Rating**
3.4	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**
3.5	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**
3.6	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
3.7	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

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	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
4.3	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
4.4	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	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
4.7	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

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
5.1	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**
5.2	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**
5.3	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**
5.4	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**
5.5	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**
5.6	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	**Response**	**Rating**
6.1	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	Statement or Question	**Response**	**Rating**
6.2	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**
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	**Response**	**Rating**
6.4	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**
6.5	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**
6.6	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

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	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
7.3	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
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	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
7.6	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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 students 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.

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 SBDM elections. The school administration will work with the PTA to develop a plan to increase the number of parents voting in the SBDM elections.

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

Report Summary

Scores By Section

Section Score
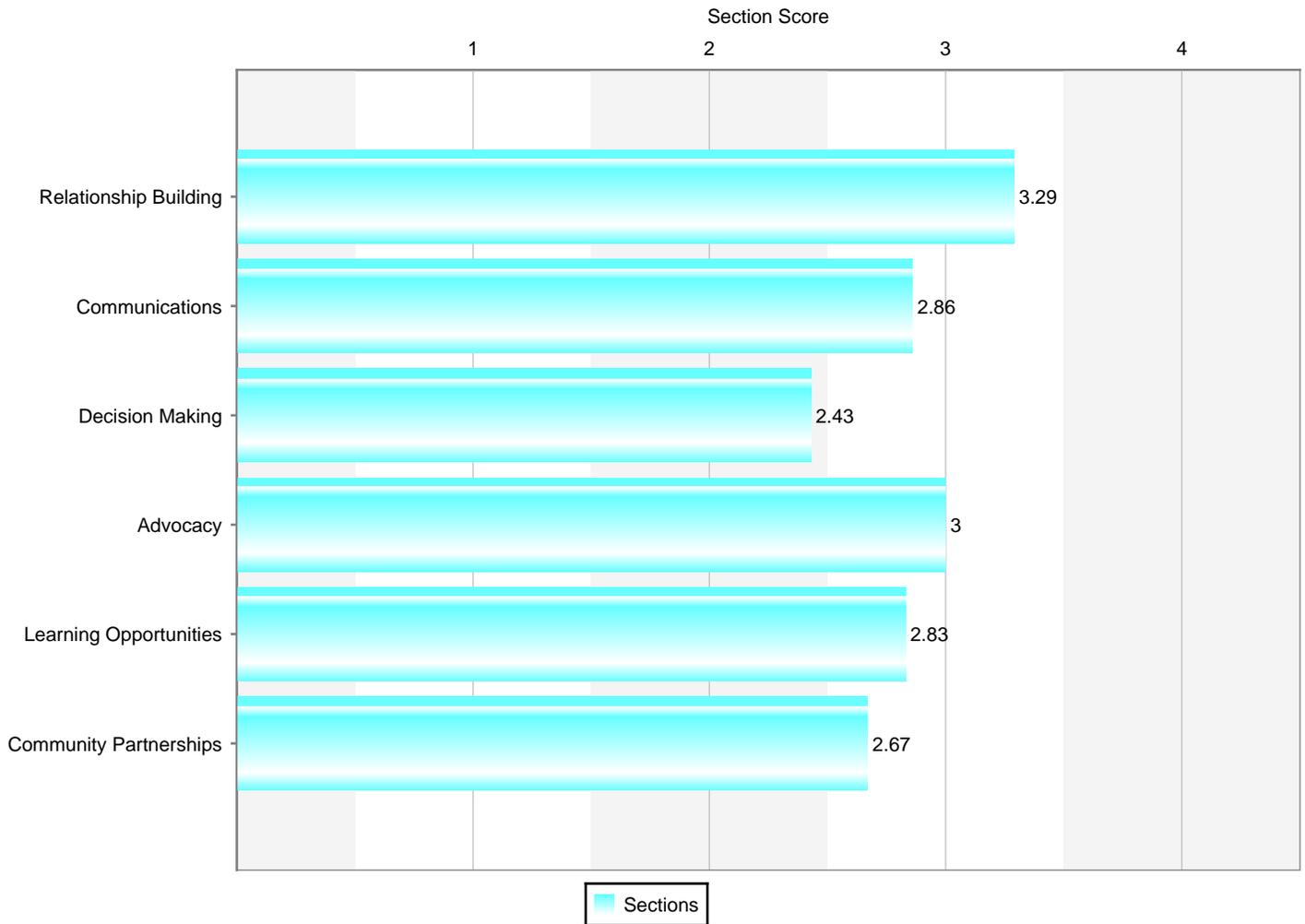
Improvement Plan Stakeholder Involvement

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 were actively involved in the KPREP data analysis process and development of the school's improvement plan. Most data analysis meetings occurred after school to provide the length of time needed for discussion. Some analysis and discussion of CSIP goals and strategies took place during grade level PLC meetings. Teachers, parents and administrators were involved in this process. 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 (Preschool-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.

School Safety Report

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	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Apri15, 2015l	

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	July 15, 2015	

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 17, 2015	

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
8.	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
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 17, 2015	

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

Label	Assurance	Response	Comment	Attachment
11.	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
12.	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	Fire: August 21, 2015 Lockdown-September 15, 2015 Severe Weather-September 14, 2015 Earthquake-September 14, 2015	

Label	Assurance	Response	Comment	Attachment
13.	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		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of "highly qualified" to "high effective".

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Teacher turnover for Beechgrove Elementary was 17.5%, compared to the state rate of teacher turnover of 17.3%.

What sources of data were used to determine the barriers?

School Report Card Teacher Equity Data

Free/Reduced Meal data

Minority student data

Students with disabilities data

English learner data

Average number of years of teaching experience

Emergency/provisional teaching certificate information

School accountability data

Office discipline referral data.

What are the root causes of those identified barriers?

Teachers' retirement

Teacher's moving out of the area

Teacher special education certification requirements

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

100% of teachers are rated accomplished or exemplary

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Beechgrove Elementary teachers are hired using the school's SBDM consultation policy. The Beechgrove administrators in collaboration with the teachers place students in classes in order to maintain a heterogeneous group of students in each class. This follows the SBDM policies for student assignment. All teachers teaching special education students collaborate with special education teachers in order to provide quality educational experiences for all students. All teachers teaching ELL students collaborate with the ELL consultant to insure students are provided the quality educational experiences. No pattern of assigning inexperienced or ineffective teachers is noted.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Teachers are hired using each school's SBDM consultation policy. Beyond the initial hiring process, administrators follow SBDM policies for student assignment when placing students into classes each year. Student data including, academic progress, KPrep, MAP, SRI, SPI, IEP data, behavior information are used as well as teacher input when determining student placement. All teachers are highly qualified for the courses they are teaching and professional learning is given for those teaching LEP or Exceptional students regardless of their previous experience. No pattern of assigning inexperienced or ineffective teachersis noted.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Beechgrove teachers participate in ongoing analysis of student data to determine staffing need. Highly qualified
and effective staff are recruited and hired according to their experiences and abilities. Job fairs and collaboration with university partners are methods that the school/district utilizes to recruit highly skilled teachers. In many cases, Beechgrove's excellent reputation and competitive salary structure entice diverse teachers and leaders to want to become part of the school's instructional team.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Through the interview process and SBDM consultation policy, Beechgrove recruits teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional children. 64.50% of Beechgrove students participate in the free/reduced lunch benefit program. LEP students make up 12.10% of Beechgrove's student body. 15.70% of our students have an IEP. According to state data Beechgrove in considered a Distinguished, School of Distinction rated in the 98th percentile. High expectations of all students, analysis of instructional data and determining the specific

needs of each students increases the effectiveness of instructional practices. When teachers struggle with meeting the needs of students, additional support and assistance is

provided through instructional consultants, professional learning and targeted guidance.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Teachers take pride in the success that students are achieving at Beechgrove. Teacher are given the opportunity for input into the instructional practices and participate in teaching teams.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

District New Teacher Orientation/Professional Development Day: The district host an annual new teacher orientation/professional development session. All new teachers spend half of the day with district representatives getting acclimated on district level procedures/initiatives. During the other half of the day, the new teachers work with Beechgrove leadership team on school specific procedures, etc.
- All first year teachers complete the Kentucky Teacher Internship Program.
- Beechgrove administrative team differentiates the professional learning offered to experienced, yet new teachers to the school through assigning a mentor that the teacher can discuss programs, procedures, structures, etc.
- District consultants are regularly used to support new teachers. Consultants work with teachers through Professional Learning Community meetings and in classrooms.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Individual needs are address following the District guidelines.
Beechgrove principal and/or assistant principal conducts instructional walks at least monthly in each class providing targeted feedback. Administrators meet with teachers who do not meet the accomplished rating more often than monthly providing coaching and/or utilizing district consultants as an additional resource for those teachers.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

The TELL results are reviewed with the Administrative team, SBDM council and during PLC/team meetings. Professional learning needs of staff are differentiated to meet individual needs.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

TELL survey goals, objectives, strategies and activities as well as all professional learning activities throughout the CSIP goals are relevant to support equitable access.