



Comprehensive School Improvement Plan

Beechgrove Elementary School
Kenton County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Beechgrove consistently performs at the proficient and distinguished range. Teachers work relentlessly so that all students perform at a high level no matter obstacles or barriers. Weekly professional learning community collaborative meetings instruct teachers with best practice instructional strategies, Kagan, and growth mind set strategies. We have a good number of teachers who have master's degrees and an average of 15 years at Beechgrove School. Our Born Learning Academy and Parent Universities partner with parents to keep our home and school connection strong.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

As part of strengthening our parent stakeholder ship programs like Kindergarten Jump Start, BornLearning, and Parent Universities provide opportunities for paren involvement. Attendance at those events will increase with more direct communication and invitation to school events. Also providing more opportunities for parents to visit school and volunteer will ensure more involvement.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

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:

Comprehensive School Improvement Plan

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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

Phase I - 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?

Michael Jacks, Principal

Heather Rabe, Assistant Principal

Nicole Dirks, Counselor

Julia Goodman, Family Resource Coordinator,

Angela Ellison, SBDM Teacher member

Patricia Sturgeon, SBDM Teacher member

Christy Hance, SBDM Teacher member

Jeff Hans, SBDM Parent member

Megan Sims, SBDM Parent member

Sharee Miles, 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

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	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

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	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 as 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:

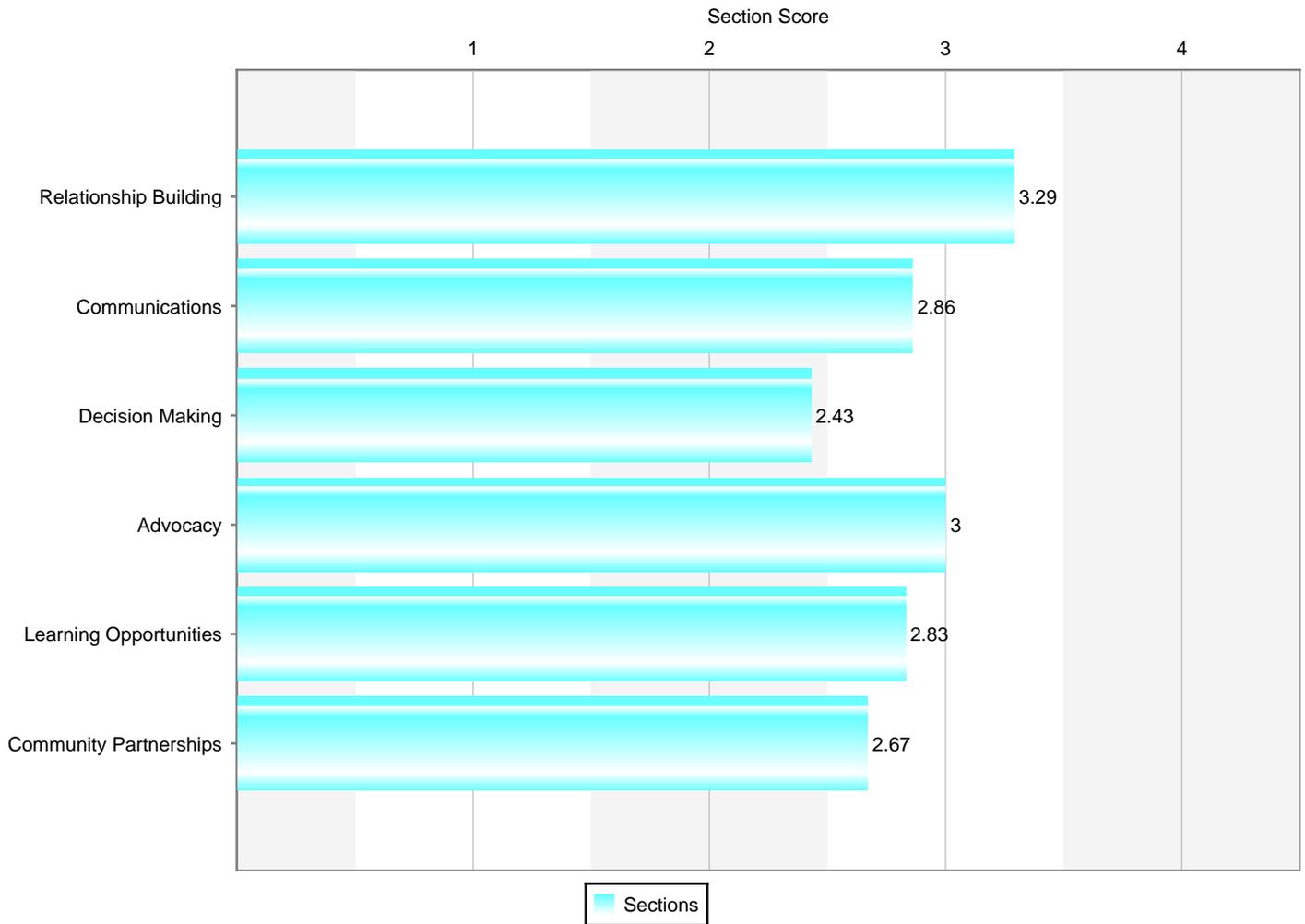
Relationship Building-District and school staff encourage continuous and meaningful communication with all parents about their students academic goals and progress. District and school staff identify family interests, needs, and barriers and provides services to ensure academic success. Efforts of our 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



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.

Phase I - 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?**

According to our School Report Card in the 2014-2015 school year 58.2% of grade three students scored in the proficient or distinguished range on the KPREP. For the 2015-2016 school year 58.3 percent of students scored in the proficient/distinguished range. Our goal was to have at least 68.3% of our grade three students scoring in this range in reading. We will continue to improve reading instruction through specific coaching and feedback in the area of meaningful engagement, assessment, and differentiation which will enable all grade three students to become proficient or distinguished range in reading on the KPREP.

Based on analysis of 2015-2016 KPREP data 36.8% of students with special needs scored proficient or distinguished in the area of reading and 31.6% of students with special needs scored proficient or distinguished in the area of math. According to the School Report Card in 2014-2015 46.3% of students with disabilities scored proficient or distinguished in reading and 34.1% of students with disabilities scored proficient or distinguished in math. Based on all of our data improving reading and math proficiency for students with disabilities continues to be an area of focus for our school.

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 69.1 with an overall score of 78.0. 67.8% of students scored in the proficient/distinguished range for the combined reading and math score which was an increase from 63.7 in 2014-15. 60.7% 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 a decrease from 62.8% of students who scored in the range in 2014-15. 75.7% of students at Beechgrove made typical or better growth in both reading and math. This was an increase from 72.7% of students making typical growth in reading in 2014-15.

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?

58.3% of Beechgrove third grade students scored proficient/distinguished in reading. Plans we are making to improve this area of need:

- Improved instruction through specific coaching and feedback in the area of meaningful engagement, assessment, and differentiation.
- Use of Mastery Connect formative assessment data.
- Continued weekly review of RTI data and flexible grouping within tier 1 instruction.
- Targeted PPR walks and feedback specifically around rigor.

Reduce the Novice Levels - 13.4% of students scored in the novice range in reading.

- We will continue to target students scoring in the novice range on KPREP and MAP assessments and provide research based interventions.
- Students will be assessed through MAP and summative and formative assessments within the class to determine their proficiency in reading.
- Continue goal setting with all students and providing rigorous instructional strategies.

36.8% of students with IEPs scored in the proficient/distinguished range in reading and 31.6% of students with IEPs scored proficient/distinguished in math.

- Monitor progress of special education students in RTI data meetings - school RTI data team and special education teachers will meet twice a month to discuss and review student growth and share effective instructional strategies.
- System 44 - identify specific teachers who will become aware of System 44 instruction and reports.
- Special education teachers will plan, collaborate, and co-teach with the grade level in which their students are assigned.

Conclusion

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

Next Steps:

- Vertical grade level discussions on expectations and common language
- Monitor and provide professional learning on instructional strategies to ensure best practices are utilized with fidelity.
- Develop teachers as leaders providing mentoring opportunities to coach and co-teach.
- Monitor progress of special education students in RTI data meetings - The school RTI data team and special education teachers will meet twice a month to discuss and review student growth and share effective instructional strategies.
- System 44 - Identify specific teachers who will become aware of System 44 instruction and reports.
- Special education teachers will plan, collaborate, and co-teach with the grade level in which their students are assigned.
- School wide writing expectations will be developed and followed.
- Teachers from all grade levels will work together to insure the writing plan is being implemented with fidelity.
- 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.
- 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.
- 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.

Plan for Comprehensive School Improvement Plan 2016-2017

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2016-2017

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/Achievement	Objectives: 1 Strategies: 6 Activities: 9	Organizational	\$95933
4	GAP - Special Education	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$0
5	Program Review--Writing	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
6	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	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 47.1% in 2016 to 59.3% by 10/01/2017 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
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Comprehensive School Improvement Plan

Beechgrove Elementary School

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	10/01/2016	06/01/2017	\$1500	Other	Family Resource Center coordinator
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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	05/31/2017	\$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	08/07/2017	\$1000	Title I Part A	School administrators, kindergarten teachers

Goal 3: Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 64.2% in 2016 to 71.8% by 10/01/2017 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	08/01/2016	05/01/2017	\$0	No Funding Required	school based administrators, district instructional support staff, teacher leaders

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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	08/01/2016	05/01/2017	\$0	District Funding	administrative staff, district instructional support staff, teacher leaders

Activity - New Program Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in the iRead primary grades program so that all K-2 teachers implement the program successfully.	Professional Learning	08/01/2016	06/01/2017	\$1000	General Fund	District Consultants and Administration with K-2 teachers

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	08/01/2016	10/01/2017	\$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	09/01/2016	05/31/2017	\$68422	Title I Part A	Title I teacher

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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	09/01/2016	05/31/2017	\$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	08/01/2016	05/31/2017	\$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	08/01/2016	05/31/2017	\$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
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Comprehensive School Improvement Plan

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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	09/01/2016	05/31/2017	\$0	No Funding Required	Teachers
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Goal 4: 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 36.8% in 2016 to 53.1% by 09/29/2017 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, special education teacher, and administration 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	10/01/2016	05/01/2017	\$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 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
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Teachers receive training and support from Central Office consultants on System 44 and reports generated by System 44.	Academic Support Program	08/09/2016	04/01/2017	\$0	No Funding Required	Special education teachers, District Consultants, School Administrators
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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will review student progress data and criteria for entrance and exiting of students from the System 44 program on a monthly basis	Academic Support Program	10/01/2016	06/01/2017	\$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	08/31/2016	06/02/2017	\$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 31.6% in 2016 to 52.4% by 09/29/2017 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. District consultants will model effective math strategies in the classroom.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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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	08/09/2016	04/07/2017	\$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	08/01/2016	06/02/2017	\$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	10/01/2016	06/30/2017	\$0	No Funding Required	Special education teachers, special education district consultants, school administrators

Goal 5: Program Review--Writing

Measurable Objective 1:

collaborate to increase our school's percentage of distinguished indicator on the writing program from 75% in 2016 to 88% exceeding expectations. by 06/01/2017 as measured by the Program Review State Report.

Strategy 1:

Professional Development for teachers - Professional Development - school wide writing expectations will be developed and followed.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

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Activity - Professional Development for teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to teachers that keep them abreast of best practices	Professional Learning	08/01/2016	06/01/2017	\$500	General Fund	Writing Committee, District Consultant, School Administrators
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from all grade levels will work together to insure the writing plan is being implemented with fidelity.	Professional Learning	08/01/2016	05/31/2017	\$0	No Funding Required	Writing Committee and Administration

Goal 6: 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 08/30/2017 as measured by Survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop and refine 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	08/17/2016	06/06/2017	\$0	No Funding Required	Wellness Committee, School Administrators

Goal 7: Novice Reduction

Measurable Objective 1:

collaborate to decrease the students scoring novice in reading on KPREP from 13.4% in 2016 to 11.1% by 05/27/2017 as measured by School Report Card.

Comprehensive School Improvement Plan

Beechgrove Elementary School

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	08/01/2016	05/27/2017	\$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
New Program Implementation	Train teachers in the iRead primary grades program so that all K-2 teachers implement the program successfully.	Professional Learning	08/01/2016	06/01/2017	\$1000	District Consultants and Administration with K-2 teachers
Professional Development for teachers	Professional development will be provided to teachers that keep them abreast of best practices	Professional Learning	08/01/2016	06/01/2017	\$500	Writing Committee, District Consultant, School Administrators
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	08/31/2016	06/02/2017	\$0	Special Education Teachers, Title I teacher
					Total	\$1500

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/01/2016	06/02/2017	\$0	General education teachers, special education teachers, school administrators, district consultants

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Collaboration	Teachers from all grade levels will work together to insure the writing plan is being implemented with fidelity.	Professional Learning	08/01/2016	05/31/2017	\$0	Writing Committee and Administration
Collaboration	Special Education meetings will be held monthly focusing on teaching strategies, student data and student growth.	Academic Support Program	10/01/2016	06/30/2017	\$0	Special education teachers, special education district consultants, school administrators
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
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	10/01/2016	05/01/2017	\$0	Special Education District Consultants, Special education teachers, Title I intervention teacher, guidance counselor, school psychologist, principal, and assistant principal
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	09/01/2016	05/31/2017	\$0	Teachers
Training	Teacher will participate in PLC meetings and professional learning in order to implement researched based programs with fidelity.	Professional Learning	08/01/2016	05/31/2017	\$0	district math consultant, teacher leaders, school administrators

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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	08/09/2016	04/07/2017	\$0	District consultants, special education teachers, general education teachers, school administrators
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	08/17/2016	06/06/2017	\$0	Wellness Committee, School Administrators
District support assuring fidelity of program	Read 180 teacher and school administrators will meet with district support staff on a regular basis to review data, discuss best practices in the implementation of the Read 180 program to ensure the program is being taught to fidelity and students are making growth.	Academic Support Program	08/01/2016	10/01/2017	\$0	district instructional support staff, Read 180 teachers, 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	08/01/2016	05/01/2017	\$0	school based administrators, district instructional support staff, teacher leaders
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	08/01/2016	05/27/2017	\$0	School Level Administrators, District Consultants and Instructional Support Staff, Teachers
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	05/31/2017	\$0	Preschool coordinator, school administrators, and preschool teachers

Comprehensive School Improvement Plan

Beechgrove Elementary School

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	09/01/2016	05/31/2017	\$0	district instructional support staff, building administrators, System 44 teachers
Teacher Training	Teachers receive training and support from Central Office consultants on System 44 and reports generated by System 44.	Academic Support Program	08/09/2016	04/01/2017	\$0	Special education teachers, District Consultants, School Administrators
Progress Monitoring	Teachers and administrators will review student progress data and criteria for entrance and exiting of students from the System 44 program on a monthly basis	Academic Support Program	10/01/2016	06/01/2017	\$0	Special education teachers, regular education teachers, Title 1 Intervention Teacher, school administrators
Total					\$0	

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	08/01/2016	05/01/2017	\$0	administrative staff, district instructional support staff, teacher leaders
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

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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	09/01/2016	05/31/2017	\$68422	Title I teacher
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	08/07/2017	\$1000	School administrators , kindergarten teachers
Research Based Interventions	Utilization of FASTTMATH, Compass Learning, vocabulary development and wrong answer analysis	Direct Instruction	08/01/2016	05/31/2017	\$26511	administrative staff, teachers
Total					\$95933	

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	10/01/2016	06/01/2017	\$1500	Family Resource Center coordinator
Total					\$1500	

Phase II - KDE Assurances - Schools

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		

Comprehensive School Improvement Plan

Beechgrove Elementary School

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		

Comprehensive School Improvement Plan

Beechgrove Elementary School

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		

Comprehensive School Improvement Plan

Beechgrove Elementary School

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		

Comprehensive School Improvement Plan

Beechgrove Elementary School

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		

Phase II - 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 64.2% in 2016 to 71.8% by 10/01/2017 as measured by School Report Card Delivery Targets.

Strategy1:

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

Comprehensive School Improvement Plan

Beechgrove Elementary School

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	08/01/2016	05/01/2017	\$0 - District Funding	administrative staff, district instructional support staff, teacher leaders

Activity - New Program Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in the iRead primary grades program so that all K-2 teachers implement the program successfully.	Professional Learning	08/01/2016	06/01/2017	\$1000 - General Fund	District Consultants and Administration with K-2 teachers

Strategy2:

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	09/01/2016	05/31/2017	\$0 - No Funding Required	district instructional support staff, building administrators, System 44 teachers

Strategy3:

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	08/01/2016	05/01/2017	\$0 - No Funding Required	school based administrators, district instructional support staff, teacher leaders

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Strategy4:

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	09/01/2016	05/31/2017	\$0 - No Funding Required	Teachers

Strategy5:

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	08/01/2016	05/31/2017	\$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	08/01/2016	05/31/2017	\$0 - No Funding Required	district math consultant, teacher leaders, school administrators

Strategy6:

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:

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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	09/01/2016	05/31/2017	\$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	08/01/2016	10/01/2017	\$0 - No Funding Required	district instructional support staff, Read 180 teachers, school administrators

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 47.1% in 2016 to 59.3% by 10/01/2017 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	10/01/2016	06/01/2017	\$1500 - Other	Family Resource Center coordinator

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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	05/31/2017	\$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	08/07/2017	\$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 47.1% in 2016 to 59.3% by 10/01/2017 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 - 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	08/07/2017	\$1000 - Title I Part A	School administrators, kindergarten teachers

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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	05/31/2017	\$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	10/01/2016	06/01/2017	\$1500 - Other	Family Resource Center coordinator

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

Goal 1:

Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 64.2% in 2016 to 71.8% by 10/01/2017 as measured by School Report Card Delivery Targets.

Strategy1:

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 - New Program Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in the iRead primary grades program so that all K-2 teachers implement the program successfully.	Professional Learning	08/01/2016	06/01/2017	\$1000 - General Fund	District Consultants and Administration with K-2 teachers

The school identified specific strategies to address subgroup achievement gaps.

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Goal 1:

GAP - Special Education

Measurable Objective 1:

collaborate to increase reading achievement for students with disabilities so that the percentage of proficient and distinguished increases from 36.8% in 2016 to 53.1% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

Monitor progress of special education students in RTI data meetings - The school RTI data team, special education teacher, and administration 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	10/01/2016	05/01/2017	\$0 - No Funding Required	Special Education District Consultants, Special education teachers, Title I intervention teacher, guidance counselor, school psychologist, principal, and assistant principal

Strategy2:

System 44- - Teachers will receive training and support from 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 - 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	08/31/2016	06/02/2017	\$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 Central Office consultants on System 44 and reports generated by System 44.	Academic Support Program	08/09/2016	04/01/2017	\$0 - No Funding Required	Special education teachers, District Consultants, School Administrators

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will review student progress data and criteria for entrance and exiting of students from the System 44 program on a monthly basis	Academic Support Program	10/01/2016	06/01/2017	\$0 - No Funding Required	Special education teachers, regular education teachers, Title 1 Intervention Teacher, school administrators

Measurable Objective 2:

collaborate to increase achievement for students with disabilities so the percentage of proficient and distinguished students in math increases from 31.6% in 2016 to 52.4% by 09/29/2017 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. District consultants will model effective math strategies in the classroom.

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	08/01/2016	06/02/2017	\$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	10/01/2016	06/30/2017	\$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	08/09/2016	04/07/2017	\$0 - No Funding Required	District consultants, special education teachers, general education teachers, school administrators

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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--Writing

Measurable Objective 1:

collaborate to increase our school's percentage of distinguished indicator on the writing program from 75% in 2016 to 88% exceeding expectations. by 06/01/2017 as measured by the Program Review State Report.

Strategy1:

Professional Development for teachers - Professional Development - school wide writing expectations will be developed and followed.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development for teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to teachers that keep them abreast of best practices	Professional Learning	08/01/2016	06/01/2017	\$500 - General Fund	Writing Committee, District Consultant, School Administrators

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from all grade levels will work together to insure the writing plan is being implemented with fidelity.	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	Writing Committee and Administration

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 2015-16 Kentucky Accountability Performance data, Beechgrove Elementary is a distinguished, progressing, School of Distinction. Beechgrove earned a score of 78.0. Our school exceeded the Annual Measurable Objective (AMO) for 2015-16 set by the state of 69.1, by receiving the overall score of 71.4. 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 15 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, World Language and technology), 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 instrumental in piloting the first 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 and our Family Resource Center collaborates with these schools to ensure fidelity of the 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 2015-16 school report card data by the SBDM Council and faculty of Beechgrove, grade three reading 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 2014-2015 school year 58.2% of grade three students scored in the proficient or distinguished range on the KPREP. For the 2015-2016 school year 58.3 percent of students scored in the proficient/distinguished range. Our goal was to have at least 68.3% of our grade three students scoring in this range in reading. We will continue to improve reading instruction through specific coaching and feedback in the area of meaningful engagement, assessment, and differentiation which will enable all grade three students to become proficient or distinguished range in reading on the KPREP.

Based on analysis of 2015-2016 KPREP data 36.8% of students with special needs scored proficient or distinguished in the area of reading and 31.6% of students with special needs scored proficient or distinguished in the area of math. This is an area that has also improved over the past two years. According to the School Report Card in 2013-2014 19.4% of students with disabilities scored proficient or distinguished in reading and 20.7% of students with disabilities scored proficient or distinguished in math. In 2014-2015 30% of students with special needs scored proficient or distinguished in the area of reading and 25% of students with special needs scored proficient or distinguished in the area of math. 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 B.E.S.T. partnerships, PTA, One-to-One Reading program, FRC sponsored programs/events (BornLearning, ABCs for Parenting, Readifest, Kindergarten Jump Start, 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.