



## 2021-22 Phase Three: The Superintendent Gap Assurance\_01032022\_13:40

2021-22 Phase Three: The Superintendent Gap Assurance

**Beechwood Independent**  
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United States of America

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## 2021-22 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

### Gap Target Assurance

As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**

- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.



## 2021-22 Phase Three: Executive Summary for Districts\_01032022\_13:41

2021-22 Phase Three: Executive Summary for Districts

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## 2021-22 Phase Three: Executive Summary for Districts

### Description of the District

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

The community of Fort Mitchell and the Beechwood Independent School District are blessed with a uniquely intimate relationship. Many residents in the community attended Beechwood and continued to reside or came back to the community and are now sending their own children to the school district. A number of our teachers have followed the same path and so there is a great deal of pride and tradition throughout the district beginning in the classrooms and continuing on the athletic fields. In many settings, this would induce a feeling of complacency, but here at Beechwood Independent Schools, we understand that we have to constantly innovate to meet the expectations of our community and the high standards we set for ourselves.

Over the past three years, we have developed the EDGE Program, a multi-year, multi-discipline, experience based learning initiative designed to give students the skills and mindsets they will need not only in the classroom of today, but throughout their tenure in the district and beyond. Students prepare for the future with a variety of hands-on, real problem solving experiences. The skills gained throughout the Beechwood EDGE will stay with students for a lifetime and have been developed in consultation with business, industry, and post secondary institutions as necessary skills for a rapidly changing world. These skills and proficiencies are the concepts we want students to know and be able to do. Many of the outcomes are social emotional in nature and represent the ability to be resilient, productive, and innovative.

This singular focus allows us to streamline processes throughout the district to aid in the implementation of the program which has helped us maintain focus on the goals of the district for the past several years.

### District's Purpose

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

Beechwood Independent Schools Curriculum Mission Statement: We will prepare students to be lifelong learners and leaders who think critically, have the ability to synthesize their learning, and communicate their knowledge in a creative manner. We succeed at Beechwood when students have the dispositions to independently and collaboratively: Think critically and take risks Maintain sustained inquiry Seek to clarify and understand Plan and be strategic Be intellectually precise Seek and evaluate reasoning Be metacognitive

### Notable Achievements and Areas of Improvement

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

National Blue Ribbon 85% of our students take at least 1 AP course before graduation 100% high school graduation rate 75% of elementary students are Proficient or Distinguished 90% of high school students score Proficient or Distinguished on EOC ACT composite 25.3 4:1 Distinguished to Novice ratio Top 5 District in the state for state testing for many years 99% of students come to school k ready on Brigance We want to be more innovative while still making decisions based on student needs.

### Additional Information

**Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

n/a

### Additional Information

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

n/a

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Comprehensive District Improvement Plan\_01032022\_13:34

2021-22 Phase Three: Comprehensive District Improvement Plan

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## 2021-22 Phase Three: Comprehensive District Improvement Plan

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

### Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

We plan to continue and improve upon the work on the past three years. Our administrative team has worked closely with our teachers and our stakeholders to develop this plan.

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to

reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.


**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Beechwood District Comprehensive Improvement Plan	CIP	.



## 2021-22 Phase Three: Professional Development Plan for Districts\_01032022\_13:25

2021-22 Phase Three: Professional Development Plan for Districts

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## 2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

Vision Statement To inspire students to embrace responsibility, productivity and compassion as citizens of a global community  
Mission Statement To provide innovative education grounded in tradition  
Beechwood Independent Schools Core Values  
Challenging students to excellence through critical thinking, collaboration and creativity  
Fostering a culture of unity that inspires and empowers all students  
Providing a safe environment for learning  
Promoting open and respectful



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communication for all stakeholders School Slogan Innovative education grounded in tradition

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

Professional Learning Philosophy and Mission The purpose of all teacher professional learning is to help teachers develop and apply the knowledge and skills necessary to help students learn. It follows that planning high-quality professional learning begins by examining student learning needs and identifying the teacher knowledge and skills required to address those learning needs. The intended outcomes of teacher professional learning are defined in terms of improved professional practice, but the long-term goals should always focus on improved student outcomes. A good plan should be internally consistent and should: Begin with a clear, data-based statement of student and teacher learning needs Specify which teachers are most likely to benefit from participating in the professional development Quantify the quality of the intended professional learning Specify the intended professional learning outcomes and related indicators that (1) explicitly address the need for the activity and (2) are observable and measurable Specify the professional learning activities and follow-up and explain clearly how they will help participants achieve the intended outcomes Specify how the professional development will be evaluated to determine (1) whether the activity took place as planned, (2) teacher perceptions of the relevant and usefulness of the activity and (3) whether the activity achieved the intended outcomes Specify the resources necessary to support the professional learning activities, follow-up, and evaluation included in the plan

3. How do the identified **top two priorities** for professional development relate to district goals?

21st Century skill development, curriculum design

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Have each teacher engaged and understanding of 21st Century thinking Teachers understand the way this changes the classroom and teaching Students understand how this changes how they learn Engage teachers in Design Thinking and Understanding by Design training to gain the skills necessary to become more proficient in teaching 21st Century skills

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

See attachment

## **ATTACHMENTS**

### **Attachment Name**



EDGE Skills and Proficiencies

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Completion of at least 4 challenges per grade level that demonstrate the 21st Century skills. In addition, 4 meetings led by teachers that address the quality of student work and administer areas of possible improvement

4d. Who is the targeted audience for the professional development?

All teachers

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Everyone in the district

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding, technology, materials, and time

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Continuing with our PLC plans

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4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

student work samples, rubric scores, monitoring of interim and formative assessments, the program has a built in measurement system

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Teachers understand the way this changes the classroom and teaching Students understand how this changes how they learn Engage teachers in Design Thinking and Understanding by Design training to gain the skills necessary to become more proficient in teaching 21st Century skills

## **ATTACHMENTS**

### **Attachment Name**

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EDGE Skills and Proficiencies 02

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

see attachment

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Completion of at least 4 challenges per grade level that demonstrate the 21st Century skills. In addition, 4 meetings led by teachers that address the quality of student work and administer areas of possible improvement

5d. Who is the targeted audience for the professional development?

all teachers

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

everyone in the district

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

staff, funding, technology, materials, time

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Continuation of PLC format



5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

student work samples, rubric scores, monitoring of interim and formative assessments, the program has a built in measurement system

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 EDGE Skills and Proficiencies	EDGE skills and proficiencies	• 4b
 EDGE Skills and Proficiencies 02	skills and proficiencies	• 5a



2021-22 Phase Two: District Assurances\_10252021\_13:26

2021-22 Phase Two: District Assurances

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## 2021-22 Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

### District Assurances

The district hereby ensures that the FY 2021-2022 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Two: The Needs Assessment for Districts\_10212021\_12:03

2021-22 Phase Two: The Needs Assessment for Districts

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## **2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

### **Protocol**

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

Our data goes through a number of processes and groups during the review process. First, the data is reviewed by the teacher and or teachers, then either an administrator or counselor in the case of the high school or a data manager in the case of the elementary. These groups manage and aggregate the data to begin to make serious meaning for our staff and our upper administration. If any immediate concerns are discovered, they are dealt with at that time. The buildings share their data with the staff twice a month at grade level meetings and once a month at staff meetings. Each week, we have district level cabinet meetings where we share data,

analyze it and make suggestions on how to progress with it. Once a month we also share with each SBDM council which each have data and assessment standing committees.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading. - From 2018 to 2021, the district saw a 8% increase in novice scores in reading among students in the achievement gap. - Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

## Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

- Teacher Attendance: Teacher attendance rate was 84% for the 2020-2021 school year – a decrease from 92% in 2019-2020. - The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20 and decreased to 125 in 2020-2021
- District data indicates that 90% of teacher felt that they received adequate professional development.

## Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

One of our greatest challenges is that we are held to a different standard because of our size. Because the state measures success in percentages and we have very small numbers, each student has a large impact on the outcome of state summative assessments. For example, last year we had a total of 14 of our disabled students score novice in math across the whole elementary but, because we have a total of 29 out of 740 of students with an IEP that means that we didn't meet our novice reduction goal and we received a score of 0. That is our area of focus. We truly want all students to be successful and we work hard to do so. So do our students. We want to make sure that we have as many students as possible to reach their goals so that two students don't become the difference between showing our success and being told we are not doing a good job.

## Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Beechwood is an excellent school environment and has served this community for 156 years. It is a model for the state of Kentucky and could be a powerhouse in the entire region. 97 percent of our students are College Ready by the time they graduate from BHS. Teachers, parents, and student all work together to create an environment that is focused on academic excellence. Students at all levels are challenged to grow and progress monitored to ensure growth. EPAS and Advanced Placement data have been the integral tools to this growth, but we are beginning to utilize other instruments to identify weaknesses early and enhance strengths. This

culture of readiness is crafted by teachers, and supported by the parents of our community. Teachers are constantly striving to meet the needs of the students who enter our doors each and every day. There is definitely cause to celebrate the overall scores we see each year, but the real success stories lie with individual students. We make it a point to really celebrate those working to their potential, wherever that may put them on a state measure. It is the Beechwood standard that we stress each day. One of our greatest strengths is our size

## Evaluate the Teaching and Learning Environment

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

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

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

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

Based on our analysis, we feel that the area of teacher professional development in pedagogy, focus, and direction will be the best avenue for the district to meet its goals. Teachers need better and more directed professional learning in a supportive and judgement free environment. As administrators, we need to understand that if we ask teacher to learn and try new and innovative activities with their students, that there will be points of failure along the way and that, instead of worrying about the failure, we should focus on what we have learned from the failure. Was it a

failure of learning, execution, process, etc.? We should actually embrace failure since it is from failure that we make the most growth. This goes for our students as well as our teachers. Our EDGE program outlines what we want our students to know by the time they graduate and is articulated from K-12th grade with intentional progress monitoring and data points throughout.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase One: Continuous Improvement Diagnostic for Districts\_10142021\_17:28

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

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## 2021-22 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

### **Phase Four: January 1 - December 31**

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Progress Monitoring

***As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that***

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***the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.

Mike Stacy