



Beechgrove 2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09252020_16:49

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Beechgrove Elementary School
Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools	3
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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, 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 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 school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

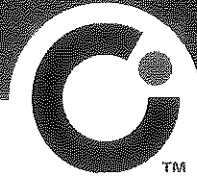
As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Diagnostic for Schools_09252020_16:49 - Generated on 12/07/2020

Beechgrove Elementary School

Michael Jacks September 25, 2020



Beechgrove2020-21 Phase Two: The Needs Assessment for Schools_10152020_07:46

2020-21 Phase Two: The Needs Assessment for Schools

Beechgrove Elementary School
Michael Jacks
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Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem	9
Strengths/Leverages	10

2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Analysis of MAP data, Common Assessments, DIBELS Data and other assessment data that have been reviewed throughout the school year leads to continual adjustments in job-embedded professional learning and determination of needs. Through Faculty Meetings, Committee Meetings, PLCs and job-embedded PD, as well as, scheduled and flexible PD during this school year, next steps have been determined with input from , teachers, SBDM members, and consultants. Team Leader Meetings, Professional Learning Analysis of K-Prep data, MAP data, Common Assessments, DIBELS Data and other assessment data that have been reviewed throughout the school year leads to continual adjustments in job-embedded professional learning and determination of needs. Through Faculty Meetings, Committee Meetings, PLCs and job-embedded PD, as well as, scheduled and flexible PD during this school year, next steps have been determined with input from administration, teachers, SBDM members, and consultants. Team Leader Meetings, Professional Learning Committee Meetings, Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Teachers and Instructional Assistants determined their personal learning needs through self-evaluation and formative and summative evaluations.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. 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.
- From 2018 to 2020, the school saw an 11% 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%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Beechgrove Elementary School MAP 2020 winter data shows that in reading 62% of all students are at or above the 50th percentile and 22% of students with IEPs are at or above the 50th percentile. Beechgrove Elementary School MAP 2020 winter data shows that in math 53% of all students are at or above the 50th percentile and 18% of students with IEPs are at or above the 50th percentile. Beechgrove Elementary School MAP 2020 winter data shows that in reading 55% of all students showed growth and 46% of students with IEPs showed growth. Beechgrove Elementary School MAP 2020 winter data shows that in math 53% of all students showed growth and 50% of students with IEPs showed growth. On the 2019 Kentucky Impact Survey 26% of Beechgrove Elementary School teachers stated that professional learning opportunities are somewhat valuable and 52% of teachers stated that frequent student misconduct disrupts the learning environment. Beechgrove's 2019-2020 District Attendance goal was 96.88%. Beechgrove's average attendance for the months of August 2019 to February 2020 was 96.67%. Behavior data from August 2019-February 2020 shows 174 total behavior referrals and 31 suspensions. There were 51 students with IEP referrals and 31 suspensions. There were 47 bus referrals from August 2019-February 2020.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) 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.

Beechgrove Elementary School MAP 2020 winter data shows that in reading 55% of all students are at or above the 50th percentile and 46% of students with IEPs are at or above the 50th percentile. Beechgrove Elementary School MAP 2020 winter data shows that in math 53% of all students are at or above the 50th percentile and 50% of students with IEPs are at or above the 50th percentile. Results of the 2019-2020 Kentucky Impact Survey showed that 21% of teachers felt they needed more resources to adequately support student learning and 51% of teachers felt that frequent student misconduct disrupts the learning environment at school.

Trends

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

Over the past several years our data analysis showed that our academic priorities would be improving core reading, math and writing. instruction by focusing on the cycle of quality instruction in particular meaningful tasks and products from all students. MAP reading data shows a slight increase over the past two years from 59% of all students at or above the 50th percentile in 2018 to 61% in 2019-2020. MAP math data shows that 53% of all students at or above the 50th percentile in 2018 remain the same in 2019-2020. Beechgrove Elementary School MAP reading data shows a slight increase over the past two years from 20% of students with IEPs in 2018-2019 to 22% in 2019-2020. MAP math data shows a slight decrease over the past two years from 23% of students with IEPs in 2018-2019 to 18% in 2019-2020.

Potential Source of Problem

. Which processes, practices or conditions will the school 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 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

We will focus on the following processes, practices, and conditions to improve student learning: KCWP 1: Design and Deploy Standards -Lesson plans reflect intentional tasks and activities where students are on the cusp of moving from novice to apprentice, apprentice to proficient, and proficient to distinguished. -PLC time will be utilized to align standards and to create common formative assessments and learning targets that are meaningful and rigorous providing effective tier 1 instruction. KCWP 2: Design and Deliver Instruction -PPR walk bubble talks will ensure that tasks are rigorous and meaningful. These bubble talks will allow for frequent opportunities for both teacher and administrator to self-reflect and refine feedback. KCWP 3: Design and Deliver Assessment Literacy -Continue to effectively and fully utilize MTSS and Admin team collaboration to review weekly data (triangulating data and tracking assessments so that appropriate tier 1 tasks and activities are rigorous and meaningful. KCWP 4: Review, Analyze, and Apply Data -Intentionally provide opportunities at PLC meetings to monitor, adjust, and share common formative assessment results so that instructional strategies and practices are shared and collaboration occurs within team planning.

Strengths/Leverages

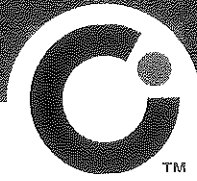
. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Beechgrove Elementary School Map reading data shows and increase from 56% of all students at or above the 50th percentile in 2018-2019 to 62% of all students at or above the 50th percentile in 2019-2020. Beechgrove Elementary School Map math data shows and increase from 42% of students with IEPs at or above the 50th percentile in 2018-2019 to 50% of students with IEPs at or above the 50th percentile in 2019-2020.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Beechgrove 2020-21 Phase Two: School
Assurances_10152020_12:29

2020-21 Phase Two: School Assurances

Beechgrove Elementary School
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12/07/2020

Beechgrove Elementary School

Table of Contents

2020-21 Phase Two: School Assurances	3
Introduction	4
Teacher Performance	5
Title I Schoolwide Programs	7
Title I Targeted Assistance School Programs	10
Schools Identified for Targeted Support and Improvement	13
All School Programs	14

12/07/2020

Beechgrove Elementary School

2020-21 Phase Two: School Assurances

12/07/2020

Beechgrove Elementary School

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

12/07/2020

Beechgrove Elementary School

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

12/07/2020

Beechgrove Elementary School

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☒ Yes

☐ No

☐ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

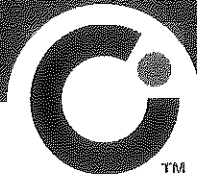
COMMENTS

12/07/2020

Beechgrove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Beechgrove 2020-21 Phase Two: School Safety
Report_10152020_12:58

2020-21 Phase Two: School Safety Report

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12/07/2020

Beechgrove Elementary School

Table of Contents

2020-21 Phase Two: School Safety Report	3
School Safety Diagnostic for Schools	4
Questions Related to the Adoption and Implementation of the Emergency Plan	5

12/07/2020

Beechgrove Elementary School

2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

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

Yes July 21, 2020

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

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

Yes August 21, 2020

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

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

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

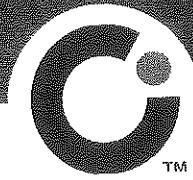
Yes

12/07/2020

Beechgrove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Beechgrove Phase Three: Professional Development Plan for Schools_11302020_10:18

2020-21 Phase Three: Professional Development Plan for Schools

Beechgrove Elementary School
Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools	3
--	---

2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school 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

1. What is the school's mission?

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

2. The needs assessment provides the framework for **all** schools 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 school's **top two priorities** for professional development that support continuous improvement?

The top two priorities for professional development that supports continuous improvement are increasing the percentage of math students scoring proficient and distinguished on KPREP and increasing the percentage of math students with disabilities scoring proficient and distinguished on KPREP.

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

Beechgrove Elementary School will increase the percentage of students who are proficient and distinguished in 4th grade math on the state assessment from 53.7% in 2019 to 79.5% by October 1, 2023. Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading and math from 48.8% in 2019 to 76.6% by October 1, 2023

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

Increase the number of proficient/distinguished in math for grade 4 students from 53.7% in 2019 to 58.9% in 2021.

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

1. Increase percentage of math students scoring proficient and distinguished from 57% in October 2020 to 67% by May 2021. 2. Increase the number of teachers who follow the Kenton County School District's Cycle of Quality Instruction 3. Increase teacher and admin collaboration aligning standards to lesson plans, assessments, and instructional practices so that tier 1 instruction is strengthened and students learn at higher levels.

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.

Our school data dashboard scores on weekly assessments, common assessments, and MAP assessments.

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

General education teachers, special education teachers, interventionists, and instructional assistants.

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

General education, special education teachers, interventionists, instructional assistants, students and admin will benefit from this professional development.

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

The resources needed are: 1. Master schedule protects core content and school wide intervention time. 2. Restructured PLCs allow for more teacher and admin collaboration. 3. District consultants work closely with admin and teachers to assist with KCSD's Cycle of Quality Instruction.

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

1. Monthly PPR walk reinforcing and recommending feedback is tied directly to the Cycle of Quality Instruction. 2. Provide professional learning around the Cycle of Quality Instruction at PLC and faculty meetings. 3. Check, track and analyze weekly assessments, district common assessments, and MAP data.

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.

1. Post combined math proficiency goal in each grade level hallway. Progress toward goal charts are displayed in grade-level hallways as well. 2. Utilize MTSS data meetings to determine specific skill deficits, intentionally align the appropriate interventions to the specific skill deficit, and make any needed adjustments based on data. 3. Review data dashboard at admin and MTSS meetings 4. Conduct PPR walks around the Cycle of Quality Instruction 5. Admin and teachers collaborate during PLCs to monitor and analyze MAP, common formative assessment, and weekly data results

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

Increase the percentage of special education students who are proficient/distinguished in reading and math from 48.4% in 2019 to 55.4% by October 1, 2021.

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

1. Increase percentage of math students with disabilities scoring proficient and distinguished from 57% in October 2020 to 67% by May 2021. 2. Increase the number of teachers who follow the Kenton County School District's Cycle of Quality Instruction 3. Increase teacher and admin collaboration aligning standards to lesson plans, assessments, and instructional practices so that tier 1 instruction is strengthened and students learn at higher levels.

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.

Our school data dashboard scores on weekly assessments, common assessments, and MAP assessments.

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

General education teachers, special education teachers, interventionists, and instructional assistants.

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

General education, special education teachers, interventionists, instructional assistants, students and admin will benefit from this professional development.

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

The resources needed are: 1. Master schedule protects core content and school wide intervention time. 2. Restructured PLCs allow for more teacher and admin collaboration. 3. District consultants work closely with admin and teachers to assist with KCSD's Cycle of Quality Instruction.

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

1. Monthly PPR walk reinforcing and recommending feedback is tied directly to the Cycle of Quality Instruction. 2. Provide professional learning around the Cycle of Quality Instruction at PLC and faculty meetings. 3. Check, track and analyze weekly assessments, district common assessments, and MAP data.

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.

1. Post combined math proficiency goal in each grade level hallway. Progress toward goal charts are displayed in grade-level hallways as well. 2. Utilize MTSS data meetings to determine specific skill deficits, intentionally align the appropriate interventions to the specific skill deficit, and make any needed adjustments based on data. 3. Review data dashboard at admin and MTSS meetings 4. Conduct PPR walks around the Cycle of Quality Instruction 5. Admin and teachers collaborate during PLCs to monitor and analyze MAP, common formative assessment, and weekly data results

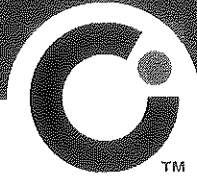
6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in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

Beechgrove Elementary School

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 BG Phase Three: Comprehensive School Improvement Plan_11242020_11:53

2020-2021 Phase Three: Comprehensive School Improvement Plan

Beechgrove Elementary School
Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

2020-21 Phase Three: Comprehensive School Improvement Plan

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

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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 school will focus its efforts upon 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.*).

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

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

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.

There are six (6) required district goals:

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

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


- a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

Beechgrove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Beechgrove 2020 Comprehensive Improvement Plan	Beechgrove 2020 Comprehensive Improvement Plan	.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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 school will focus its efforts upon 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.).

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

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

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, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Beechgrove Elementary School will increase the percentage of students who are proficient and distinguished in 4th grade math on the state assessment from 53.7% in 2019 to 79.5% by October 1, 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of proficient/distinguished in math for grade 4 students from 53.7% in 2019 to 58.9% in 2021.	KCWP 2: Design and Deliver Instruction Classroom Activities	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback. Weekly Assessments, Common Assessments	At PLC's teachers look at student progress monitoring data from formative assessments, common assessments and weekly assessments in both reading and math. Admin learning walks focus on meaningful engagement and formative assessment. Review Common Assessment data in District data dashboard to analyze and compare data in context.	0

	KCWP 4: Review, Analyze Apply Data	Provide support for students and families to reduce barriers to learning.	Weekly review of student attendance by admin and FRC FRC shares information with school staff regarding student basic needs that will help reduce barriers to learning.	FRC and admin communicate with families to discuss barriers of learning. FRC and admin work with individuals and groups of students to increase attendance at school. FRC provides resources to families to increase attendance to help provide basic needs.	0
	KCWP 5: Design, Align and Deliver Support Classroom Activities	Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self- monitoring and immediate feedback.	School and district Data dashboards to progress monitor individual student progress.	Review MTSS data every 6-8 weeks so that student progress is monitored, data- drive decisions are made and parent communication is current and updated.	0

2: Separate Academic Indicator

Goal 2: Beechgrove Elementary School will increase the percentage of students who are proficient/distinguished in science for students from 28.4% in 2019 to 53.2% by October 1, 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who are proficient/distinguished in science from 28.4% in 2019 to 34.6% in 2021.	KCWP 1: Design and Deploy Standards Classroom Activities	Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Lesson plans reflect alignment of standards, learning targets, activities, and assessments.	Learning walk feedback to teachers and lesson plans.	0
	KCWP 2: Design and Deliver Instruction Classroom Activities (teachers will participate in district trainings for science and social studies).	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Science monthly assessments.	Learning Walks-Feedback from Admin Team and Consultants in regular classrooms during science and social studies instruction.	0
	KCWP 4: Review, Analyze and Apply Data Classroom Activities (Implement weekly learning checks to measure proficiency and progress on IEP goals).	Assure consideration and addressment of non-academic barriers to learning.	Science monthly assessments to measure proficiency of grade level standards.	Review monthly assessments and make adjustments in instruction based on data to ensure growth of every student in reaching science proficiency standards.	0

3: Achievement Gap

Goal 3: Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading and math from 48.8% in 2019 to 76.6% by October 1, 2023				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: Increase the percentage of special education students who are proficient/distinguished in reading and math from 48.4% in 2019 to 55.4% by October 1, 2021.	KCWP2: Design and Deliver Instruction Classroom Activities	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Review of monthly Progress monitoring data for students with disabilities in reading and math.	PLC meetings to review data for students performing novice and apprentice.
	KCWP3: Design and Deliver Assessment Literacy Classroom Activities (Weekly Sped meetings to monitor student progress data and progress on goals).	Use summative evidence to inform what comes next for individual students and groups of students. Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Weekly assessments, MAP, and common assessment data and progress on IEP goals for individual students using Compuclaim. RBT and SEL data dashboard.	Weekly Sped and grade level PLC meetings. Weekly admin and attendance meetings, data dashboard, and PBIS data review.
	KCWP 6: Establishing Learning Culture and Environment Classroom Activities	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high	MTSS Student Support Request data and weekly PLC meetings. Weekly MTSS Admin meetings	Weekly admin meetings data dashboard, and PBIS data review.
				0

Goal 3: Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading and math from 48.8% in 2019 to 76.6% by October 1, 2023

Objective	Strategy	Activities	Measure of Success	Progress/Monitoring	Funding
		<p>expectations for appreciating and accepting diversity. Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.</p> <p>Provide Extracurricular activities for students to give students learning opportunities outside of the classroom.</p> <p>Establish communication protocols for parents and guardians regarding placement and progress in RTI interventions.</p> <p>Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.</p>	<p>Review of participation in extracurricular activities reviewed yearly.</p> <p>Admin and FRC will closely monitor parent participation at parent events.</p> <p>Reduction in office referrals for behavior and school safety</p>	<p>Bi-weekly meetings with FRYSC</p> <p>Attendance at extracurricular activities. Survey students and parents regarding extracurricular activities.</p> <p>FRC and PTA hosted events to support reading and math for all students.</p> <p>Monthly reports on office referrals to staff in order to develop interventions to support students.</p> <p>Weekly PBIS meetings to discuss student behavior.</p>	

4: Growth

Goal 4: By 2023, Beechgrove Elementary School will increase the percentage of students showing growth in MAP for reading from 59.1% in Spring 2019 to 71.4%.

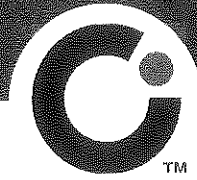
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students showing growth in MAP for reading from 59.1% in Spring 2019 to 62.2% in Spring 2021.	KCWP 2: Design and Deliver Instruction Classroom Activities (Focus on Tier 1 Quality Instructional Cycle; grade-level planning days).	<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p> <p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Weekly Assessments, Common Assessments, MAP</p> <p>Weekly Assessments, Common Assessments, MAP.</p>	<p>Learning walk feedback from admin Team and consultants in regular classroom teacher's classrooms during instruction.</p> <p>Learning walk feedback to teachers and review of lesson plans.</p>	0
	KCWP 6: Establishing Learning Culture and Environment Classroom Activities (SEL Second Step curriculum).	Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	<p>Office Referrals, Tier II and Tier III Behavior and Mental Health Data</p> <p>District Data Dashboard-progress monitoring tool to monitor individual student</p>	<p>Tier II and Tier III interventions. Intervention data in reading, math and behavior are monitored every 8-10 weeks.</p>	

Goal 4: By 2023, Beechgrove Elementary School will increase the percentage of students showing growth in MAP for reading from 59.1% in Spring 2019 to 71.4%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Enable students to develop leadership roles within the school and/or classroom.	progress and instructional decisions based on the triangulation of intervention data.		

5: Impact Survey

Goal 5: By 2024, Beechgrove Elementary School will increase the percentage of teachers who respond favorably to the amount of professional development opportunities offered are valuable from 35% to 60%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase valuable professional development opportunities from 35% in Winter 2020 to 60% in Spring 2024.	KCWP 5: Design, Align and Deliver Support Classroom Activities	Monitor and track data gathered at PLC, MTSS, Admin, and faculty meetings to determine professional development needs.	Use weekly assessment scores and common assessment scores as a way to monitor progress toward MAP and proficiency goals.	Review data from MAP, common assessments, MTSS, and PBIS.	0
	KCWP 6: Establishing Learning Culture and Environment Classroom Activities (SEL Choose Love curriculum).	Include in Faculty Pulse survey questions regarding future professional development opportunities.	Review survey results and data dashboard to align staff needs with professional development opportunities.	Faculty Pulse Survey results	0



2020-21 Beechgrove Phase Three: Executive Summary for Schools_11302020_10:07

2020-21 Phase Three: Executive Summary for Schools

Beechgrove Elementary School
Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Three: Executive Summary for Schools	3
--	---

2020-21 Phase Three: Executive Summary for Schools

. 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 700 students in preschool through fifth grades. Based on 2018-2019 KPREP data, Beechgrove School had 57.3% of students at the proficient and distinguished level in reading, 53.6% of students at the proficient and distinguished level in math, and 57.0% of students at the proficient and distinguished level in writing. With approximately 50% 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 19 years of teaching experience. 35% of the teachers have a Master's degree and 22% have a Rank 1. Five 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, Project Lead the Way, and Media Specialist), special education teachers, EL (English Language Learners) teachers, Gifted and Talented Educational teachers, reading intervention teachers and instructional assistants, and a guidance counselor. We strive to create classrooms at each grade level that have a balance of gender, academic abilities, and social needs. Working as a team with families, community members, educators and students Beechgrove provides quality educational opportunities for all of our students.

. 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

. 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 students are recognized for many accomplishments. These recognition programs include: Weekly Golden Bell Attendance Recognition, Monthly Attendance Incentive, Bruin Buddies, Reading Counts Program Awards, Bruin 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, Student Advocate Program, Meant-to-Be Mentoring Program, FRC sponsored programs/events (BornLearning, Energy Bus School, ABCs for Parenting, Kindergarten Jump Start and Me and My School Programs, 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. Our areas of improvement over the next three years include a school wide systematic SEL Second Step program implemented with fidelity. The Choose Love curriculum will be utilized with the addition of growth mindset including monthly character traits. In addition, all tier 2 behavior and mental health students will be assigned an additional adult advocate providing an additional layer of support. There will be a continued emphasis on increasing formative assessments that are aligned to standards in tier 1 so that instructional decisions are data driven and benefit student learning at all levels.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

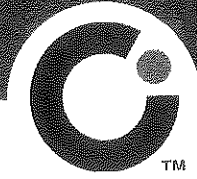
N/A

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Beechgrove 2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11302020_08:49

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Beechgrove Elementary School
Michael Jacks
1029 Bristow Rd
Independence, Kentucky, 41051
United States of America

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Beechgrove services over 700 students in preschool through fifth grades. With approximately 49% of the school's population receiving free and reduced lunch benefits, Beechgrove qualifies as a school wide Title 1 school. Beechgrove has approximately 28% students in the gap group and 17% students with disability with an IEP. Beechgrove has approximately 15% of students who are identified as homeless. The climate and culture of Beechgrove Elementary School is positive and productive. Student basic needs are met and there is a "no excuse" expectation for all learners. Teachers and staff take students where they are and move them to their highest potential. Parents are supportive as are community agencies and organizations. We have excellent attendance at our Born Learning monthly academies where home and school come together to provide opportunity and resources for families as they relate to education now and in the future.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Beechgrove's free and reduced numbers have ranged between 64% and 51% over the past two years while our gap achievement scores have increased. Our free and reduced students are performing within 3%-10% of all students in Reading, Math, Social Studies, and On-demand Writing. Reading Grade 3 free/reduced students scored at proficient/distinguished – 59.5% (Reading Grade 3 all students scored at proficient/distinguished – 63.4%). On-Demand Writing free/reduced students scored at proficient/distinguished – 6.6% (On-Demand Writing all students scored at proficient/distinguished – 5.2%).

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

When comparing 3rd grade math gap students and all 3rd grader students there was no significant difference with students who performed at proficient/distinguished (less than 3%). When comparing on-demand writing gap students and on-demand all students, there was no significant difference with students who performed at proficient/distinguished (less than 5%).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The gap groups and content areas where Beechgrove have lacked progression or regression is in Math Grade 4 students at proficient/distinguished – 39.2% (Math Grade 4 all students at proficient/distinguished – 48%). In Reading Grade 4 students at proficient/distinguished – 37.8% (Reading Grade 4 all students at proficient/distinguished – 50.4%).

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Our focus over the past several years has been to increase reading proficiency school wide. Effective utilization of the MTSS process, personnel, resources, intervention programs and materials have been put into place to increase our reading scores school wide. More emphasis now needs to be on following that same process for math and securing personnel, resources, intervention programs and materials to increase math proficiency school wide. Co-teaching models need to be implemented to fidelity and our master schedule tweaked to enable regular education teachers and special education teachers to have common planning time.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Beechgrove's school improvement plan is reviewed and feedback solicited at our SBDM, faculty, PLC, and Bruin Leadership Team meetings. Input is solicited throughout the year from surveys and various committee work. Updates and minutes from committee work and meetings are shared so that all stakeholders have input and are kept current with progress on goals. There is close collaboration with district consultants and administration to ensure that essential support and professional development is provided to all staff. SBDM meetings - Amy Carder, Greg Wolking, Mike Jacks, Jeremy Dodd, Jason Loreaux, Patrick Mulcahy, Peggy Kreidenweis, Rebecca Bresser, and Katie Tekulve. PLC meetings - Mike Jacks, Jeremy Dodd, Jason Loreaux, and teachers.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists,

are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Teachers will participate in professional development in the area of aligning standards to assessment and core math instruction, use of MAP, common assessments, and weekly assessments to set goals, best practice co-teaching math methods, and differentiated math activities and strategies. Master schedules changes will be made reflecting 90 minute core math and additional RTI time. Beechgrove's Professional Development plan was approved by Dr. Webb, superintendent in May 2020. Extended School Services will include summer learning program will focus on math fact fluency, operations, and problem solving. Extended School Services were approved by Dr. Webb, superintendent in April 2020.

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading from 48.4% in 2019 to 76.6% by October 1, 2023. By 2021, Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading from 48.4% to 55.4% in 2021 as measured by the school report card proficiency data. Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in math from 48.4% in 2019 to 76.6% by October 1, 2023. By 2021, Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in math from 48.4% to 55.4% in 2021 as measured by the school report card proficiency data.



Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

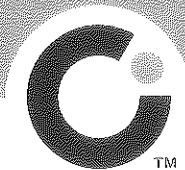
See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 December 2020 Beechgrove Gap Group	December 2020 Beechgrove Gap Group	.
 December 2020 Beechgrove Measurable Gap Goal	December 2020 Beechgrove Measurable Gap Goal	.

Gap Group/Total number of students	Percentage of Total School Population
African American 38	5.1
Hispanic 56	7.6
Two or More Races 46	6.2
Asian 4	0.5
English Learners 43	5.8
Free/Reduced 423	57.7
Students with Disabilities 133	18.1

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Goal: Beechgrove Elementary School will increase the percentage of special education students who are proficient/distinguished in reading and math from 48.8% in 2019 to 76.6% by October 1, 2023. Objective 1: Increase the percentage of special education students who are proficient/distinguished in reading and math from 48.4% in 2019 to 55.4% by October 1, 2021.	KCWP3: Design and Deliver Assessment Literacy Classroom Activities (Weekly Sped meetings to monitor student progress data and progress on goals). KCWP 6: Establishing Learning Culture and Activities	Use summative evidence to inform what comes next for individual students and groups of students. Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity Ensure that all available resources are deployed to assist students in need,	Weekly assessments, MAP, and common assessment data and progress on IEP goals for individual students using EZ med. RBT and SEL data dashboard. MTSS Student Support Request data and weekly PLC meetings.	Weekly Sped and grade level PLC meetings. Weekly admin meetings data dashboard, and PBIS data review. Bi-weekly meetings with FRYSC	0



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09182020_09:19

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools	3
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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, 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 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 school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

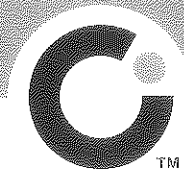
- Progress Monitoring

As principal of the school, 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.

Please enter your name and date below to certify.

James A Caywood Elementary School

Kim Mott 9-19-2020



2020-21 Phase Two: The Needs Assessment for Schools_10122020_16:37

2020-21 Phase Two: The Needs Assessment for Schools

James A Caywood Elementary School
Kimberly Mott
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Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	7
Priorities/Concerns	9
Trends	10
Potential Source of Problem	11
Strengths/Leverages	12

Generated on 12/11/2020

James A Caywood Elementary School

2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our school's data analysis is a recursive process and is not defined by one event. Each week in grade level PLC's, weekly assessment data and/or common assessment data is reviewed by content and then triangulated with MAP data. This year, we have developed a new Caywood Data Dashboard that captures each grade levels' proficiency data by content area (Reading and Math), and by GAP group including Special Education and EL students. Utilizing this dashboard will allow for a quick glance analysis of where we are in each content area and grade level as well as GAP groups as we move towards proficiency for all students in the areas of reading and math. At our monthly Curriculum and instruction meetings at the district level, data is reviewed in context with other schools as it relates to MAP, KPREP, social emotional learning presented from the District Data Dashboard. The data from this larger context is shared with our Administrative team, teachers at PLC meetings, as well as at our regular monthly SBDM meetings. Our Teacher Leadership team meets at least one time monthly with a representative from each grade level, special area, and special education. This team analyzes current data and provides teacher input on instruction, curriculum resources, social emotional learning, discipline data, and any data that may impact student achievement, safety and culture. This team is responsible for communicating back to their grade level team concerns, issues, instructional decisions and important information shared at these meetings. Recommendations from this group may be given to SBDM Council. This year, we revised our Committee Policy, removing our standing committees. We now have ad-hoc committees that are developed based on needs presented by the Teacher Leadership committee and SBDM council. In addition, our Admin (MTSS- Multi-Tiered System of Support) meets every Monday to review current student data in the areas of academics, attendance, behavior referrals and social-emotional needs of students including chronic attendance concerns. The MTSS team is comprised of Principal, Assistant Principal, Counselor, FRC, School Psychologist, District RBTL and KTP social worker. The MTSS team meets every 8-10 weeks to review Tier II intervention data, as well as every 6-8 weeks to review Tier III intervention data in the areas of Reading, Math, Behavior, Mental Health and written expression. Progress data is analyzed by this team and then recommendations are discussed with teachers at PLC meetings to determine next steps and identify students who are making insufficient progress. Letters are sent to parents when Tier II or Tier III interventions are started or discontinued based on

progress data. Our special education team also meets weekly to analyze proficiency data and IEP data to monitor those students who receive specially designed instruction. Meeting minutes and decisions are documented and are housed in a specific Special Ed Team Google drive and shared with district special education consultants. Parent stakeholders receive individualized reports on their child's progress data as it relates to academics through KPREP, MAP, mid-terms, report cards and specific progress monitoring reports regarding intervention data.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. 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.
- From 2018 to 2020, the school saw an 11% 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%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

-Fourteen Percent (14%) of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2020 as compared to sixty-one percent (61%) of ALL students in the area of reading. This was a decline of 8.79% from Fall MAP 2019 for students with disabilities in the area of reading. --Twenty Eight(28%) of students in the achievement gap of students with disabilities scored proficient on KPREP Reading as compared to 58.56% of ALL students on KPREP in the Spring of 2019 -Thirty-four percent (34%) of students in the achievement gap of students with disabilities scored at or above 50th percentile in Math on Winter MAP of 2020 as compared to ALL students who scored 62% at or above the 50th percentile. This was a seven and half percent (7.5%) increase from the FALL of 2019 MAP scores. -Sixty-Nine percent (69%) of third grade students scored at or above 50th percentile on MAP Reading in the Winter of 2020. This was a twelve and a half (12.5%) increase from Fall Reading MAP of 2019. -From Winter of 2019 to the Winter of 2020, Caywood saw an increase of 4.62% in the number of students scoring at or above the 50th percentile on MAP reading from 58.32% to 62.94%. -For our EL population, the state goal set for Caywood for proficient and above students was 31.8%. Our actual score of 46.3% proficient and above students far exceeded that goal by 14.5%. Non-Academic: - Impact Kentucky Working

Conditions Survey data indicated 34% of respondents perceive the overall social and learning climate of the school as favorable compared to 62% in the state. -Impact Kentucky Working Conditions Survey data indicated 31% of respondents perceive the school leadership as effective. -School Climate and Safety Perception Data indicated that 94% of students believe that adults in the school make sure all students get what they need to be successful. -School Climate and Safety Perception Data indicated that 96.9% of all students at Caywood feel safe at school. -The number of behavior referrals decreased from 176 referrals in 2018-19 (August through February) to 165 referrals in 2019-20 (August through February). -Attendance data from the 2019-20 school year from August through February was 95.86% as compared to an average of 96.41% in 2018-19 for the same period, August through February.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) 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.

-Fourteen Percent (14%) of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2020 as compared to sixty one percent (61%) of ALL students in the area of reading. This was a decline of 8.79% from Fall MAP 2019 for student with disabilities in the area of reading. -Twenty-Eight percent of students in the achievement gap of students with disabilities scored proficient on KPREP Reading as compared to 58.56% of ALL students on KPREP in the Spring of 2019. -Sixty two (62.94%) of students scored at or above the 50th percentile on Reading MAP in the winter of 2020. -Non-Academic-Impact working Conditions Survey data indicated 34% of respondents perceive the overall social and learning climate of the school as favorable compared to 62% in the state. -Impact Working Conditions Survey data indicated 31% of respondents perceive the school leadership as effective compared to 66% in the state.

Trends

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

-Twenty-Four (24.64%) of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2019 in the area of reading. In the winter of 2020, 13.79% of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the area of reading showing a significant decline of 10.85% from 2019 to 2020.

-Fifty-Seven (57.5%) of students scored P/D in the area of reading on KPREP in the 2017-18 school year which was below the district average of 63.9%. In the 2018-19 school year, 58.6% of students scored P/D in the area of reading still remaining below the district average of 63.2%. -According to school report card data, Caywood had 94 behavior events in 2018-19 as compared to 117 behavior events in 2019-20 for an increase of 23 events.

Potential Source of Problem

. Which processes, practices or conditions will the school 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 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

1)KCWP 3: Design and Deliver Assessment Literacy- Continue Focus on implementation and refinement of Weekly Assessments in Reading aligned to grade level standards in order to adjust and improve instruction. 2)KCWP 4: Review, Analyze and Apply Data- Review weekly assessments and IEP goal data for students in the disability gap of special education during weekly PLC Meetings. 3)KCWP: 5 Design, Align and Deliver Support- Continue to refine our MTSS process and deliver appropriate interventions that match skill deficits and use intervention data to adjust instruction for individual students. 4)KCWP 6: Establishing Learning Culture and Environment- Work to build trust between staff and school leadership as well as to improve positive learning culture through staff recognition, and being responsive to teacher feedback.

Strengths/Leverages

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

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

-Sixty-Nine percent (69%) of third grade students scored at or above 50th percentile on MAP Reading in the Winter of 2020. This was a twelve and a half (12.5%) increase from Fall Reading MAP of 2019 and was above the district average of 65.81%.

-Thirty-four percent (34%) of students in the achievement gap of students with disabilities scored at or above 50th percentile in Math on Winter MAP of 2020 as compared to ALL students who scored 62% at or above the 50th percentile. This was a seven and half percent (7.5%) increase from the FALL of 2019 MAP scores.

-Sixty-Two (62.17%) of ALL students scored at or above 50th percentile in Math on Winter MAP of 2020 as compared to 60.23% in the Fall of 2019. This was an increase of 1.94%. -For our EL population, the state goal set for Caywood for proficient and above students was 31.8%. Our actual score of 46.3% proficient and above students far exceeded that goal by 14.5%. -School Climate and Safety Perception Data indicated that 94% of students believe that adults in the school make sure all students get what they need to be successful. -School Climate and Safety Perception Data indicated that 96.9% of all students at Caywood feel safe at school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_10122020_10:25

2020-21 Phase Two: School Assurances

James A Caywood Elementary School

Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 10/12/2020

Status: Open

TABLE OF CONTENTS

2020-21 Phase Two: School Assurances	3
Introduction.....	4
Teacher Performance	5
Title I Schoolwide Programs.....	6
Title I Targeted Assistance School Programs	8
Schools Identified for Targeted Support and Improvement	10
All School Programs.....	11
Attachment Summary	15

2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ☒ Yes
- ☐ No
- ☐ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of

individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- ☒ Yes
- ☐ No
- ☐ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ☒ Yes
- ☐ No
- ☐ N/A

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ☐ Yes
- ☐ No
- ☒ **N/A**

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ☐ Yes
- ☐ No
- ☒ **N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

17. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ☐ Yes
- ☐ No
- ☒ **N/A**

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ☐ Yes
- ☐ No
- ☒ **N/A**

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ Yes
- ☐ No
- ☐ N/A

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☒ Yes
- ☐ No
- ☐ N/A

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ☒ Yes
- ☐ No
- ☐ N/A

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ☒ Yes
- ☐ No
- ☐ N/A

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ☒ Yes
- ☐ No
- ☐ N/A

27. The school provides parents of participating children, or all children in a schoolwide program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ☒ Yes
- ☐ No
- ☐ N/A

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- ☒ Yes
- ☐ No
- ☐ N/A

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d) (1-2).

- ☒ Yes
- ☐ No
- ☐ N/A

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- ☒ Yes
- ☐ No
- ☐ N/A

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- ☒ Yes
- ☐ No
- ☐ N/A

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- ☒ Yes
- ☐ No
- ☐ N/A

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- ☒ Yes
- ☐ No
- ☐ N/A

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ☒ Yes
- ☐ No

☐ N/A

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report 10/22/2020 12:04

2020-21 Phase Two: School Safety Report

James A Caywood Elementary School

Kimberly Mott

3300 Turkeyfoot Rd

Edgewood, Kentucky, 41017

United States of America

Last Modified: 10/13/2020

Status: Locked

TABLE OF CONTENTS

2020-21 Phase Two: School Safety Report	3
School Safety Diagnostic for Schools	4
Questions Related to the Adoption and Implementation of the Emergency Plan.....	5
Attachment Summary	7

2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

The School SBDM Council has a policy which outlines the Emergency Management Plan. It is operational policy 2.5 and was adopted by the school council on 9-25-13 and signed by the principal. The current emergency plan is being reviewed by first responders, SRO, the school safety team, as well as the district safety team and first responders in order to revise and make changes according to Senate Bill 1 prior to the July 1, 2022 implementation date. The school and district safety team meet monthly in order to plan, implement and refine emergency plans.

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

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

yes

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

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

Yes

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

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

yes

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

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

No, due to the Covid-19 pandemic school closure, we did not review the emergency plan following the end of the prior school year.

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

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

Yes, the school level emergency plan, now utilized in Navigate Prepared and the requirements of Senate Bill One as they relateto locked doors in classrooms during instructional time and covering of classroom windows wasreviewed with staff as part of the Records Day requirements on August 18, 2020 between thehours of 8:30 and 11:30am.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

yes

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

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools_11242020_15:04

2020-21 Phase Three: Professional Development Plan for Schools

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools	3
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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school 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

1. What is the school's mission?

Caywood's mission statement is as follows: To help all children achieve in a nurturing, safe, challenging environment where families, staff and community work together to ensure mutual respect and success. Our beliefs have been created through the first letter of our school name which is COMETS. We believe in Creating a nurturing and safe environment. We believe in: Opportunities to excel through rigorous learning. We believe in: Mutual respect and acceptance of differences. We believe in: Every child becoming a successful life-long learner. We believe in: Teaching to achieve excellence. We believe in: Students, staff, families and community working together.

2. The needs assessment provides the framework for **all** schools 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 school's **top two priorities** for professional development that support continuous improvement?

Our top two priorities for professional development that support continuous improvement based on the needs assessment are in the area of reading for ALL students as well as the area of reading for our students in the GAP group of students with disabilities.

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

Ongoing, continuous analysis of weekly formative assessment data, common assessment data, MAP data and state testing data supports the need to focus improvement efforts on increasing proficiency (mastery of standards) in Reading for ALL students as well as for students with disabilities in order to obtain our school's 2020-21 trajectory goals. Our school goal is to increase overall proficiency in reading from 58.56% to 62.7% for ALL students and to increase proficiency in reading for students with disabilities from 28% to 35.2%.

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

Our first goal is to increase our percentage of (ALL) students scoring proficient and distinguished in reading from 58.56% in 2019 to 78.56% in 2023 as measured by KPREP. To achieve this goal, we are implementing the following professional learning activities: K-2 teachers attended two days of professional learning with Smekens on developing early literacy stations to help with improving differentiated instruction during Tier I Reading as well as RTI small group instruction. Lead teachers in the area of reading across all grade levels (K-5) participated in vertical alignment collaboration to identify essential standards at each grade level. Vertical teams worked together to identify skills at each grade to ensure there were no gaps in the curriculum. Teachers participated in job-embedded professional learning to revisit and discuss vertical alignment work. Teachers meet monthly to review weekly and common assessment data to determine instructional areas of focus and revision. The administrative team conducts learning walks each month on 100% of teachers to provide specific feedback on the quality cycle of instruction for reinforcement and recommendations.

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

The intended results will be increased proficiency levels in the area of reading for ALL students as well as increased teacher efficacy with reading instruction.

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.

The indicators of success will include growth and increased proficiency levels in reading on weekly and common assessments as measured by the Caywood Data Dashboard. Celebrations will occur twice monthly for growth, as well as hitting the 70% mark of students who are proficient or above (80%) on their weekly and common assessments. Success will also be measured using the MAP assessment 3 times per year- Fall, Winter and Spring and the state assessment (KPREP) taken annually.

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

Teachers and students

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

Students, teachers, principals

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

Funding for Smekens Literacy Workshop, funding for vertical collaboration, funding to provide rewards for twice monthly celebrations, time to analyze data and make instructional adjustments.

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

PLC's will occur weekly to analyze data and discuss student progress and mastery towards standards. Additional coaching and support from district consultants will occur to effectively utilize reading intervention data to make instructional decisions. Ongoing follow up with teachers will occur to give feedback on instruction in both Tier I reading as well as Tier II and Tier III small group reading instruction.

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.

Progress towards goals will be monitored using ongoing weekly formative assessments, common assessment data taken each trimester, MAP data taken 3 times per year, and state assessment data taken annually.

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

Our second priority need is in Reading for students with disabilities. Our goal is to increase the percentage of students with disabilities scoring proficient or distinguished in the area of reading from 28% in 2019 to 59% in 2023. To achieve this goal, we are implementing the following professional learning activities: Job-embedded professional learning during monthly special ed data digs where we analyze each student's data to determine progress towards IEP goals in reading as well as progress towards proficiency using our Caywood Data Dashboard. Administration and District special education consultants conduct learning walks each month on 100% of Special Education teachers to provide feedback on instruction for reinforcement and recommendations in reading in both the collaborative and resource settings.

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

The intended results are increased proficiency in reading for students with disabilities and increased teacher efficacy with reading instruction in both collaborative and resource settings.

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.

Indicators of success will include increased proficiency levels for Students with disabilities on weekly and common assessments in the area of reading as measured by the Caywood Data Dashboard; MAP assessment given 3 times per year and state assessment (KPREP) annually.

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

Teachers and students.

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

Teachers, students, principals

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

Time to analyze data during monthly special education data digs.

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

Ongoing PLC meetings to analyze progress towards IEP goals in reading as well as proficiency goals in reading utilizing the Special Education Scoreboard and Caywood Data Dashboard. Ongoing feedback and follow up with teachers to monitor progress towards goals and provide targeted feedback on instruction in both resource and collaborative settings.

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.

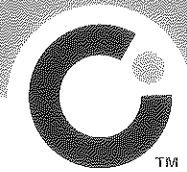
Progress towards goal will be measured using weekly formative assessment data, common assessment data taken each trimester and MAP data taken 3 times per year, as well as state assessment data taken annually.

6. Optional Extension: If your school 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)
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2020-2021 Phase Three: Comprehensive School Improvement Plan_11242020_12:01

2020-2021 Phase Three: Comprehensive School Improvement Plan

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Table of Contents

2020-21 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

2020-21 Phase Three: Comprehensive School Improvement Plan

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

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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 school will focus its efforts upon 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.).

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

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

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.

There are six (6) required district goals:

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

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Comprehensive Improvement Plan Goal Builder	Caywood Goal Builder	.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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 school will focus its efforts upon 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.*).

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

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.

- | | |
|--|--|
| <ul style="list-style-type: none">• KCWP 1: Design and Deploy Standards• KCWP 2: Design and Deliver Instruction• KCWP 3: Design and Deliver Assessment | <ul style="list-style-type: none">• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment |
|--|--|

Literacy

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, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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 above or	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).				

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of proficient and distinguished students in the area of reading from 58.56% in 2019 to 62.7% in 2021.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. 	Weekly Assessments; Common Assessments; MAP Scores	Ongoing (Recursive) progress monitoring of student data by teachers using daily formative assessments; weekly assessments and common assessments. Teachers will review common assessments monthly and weekly assessments	\$1800 for substitute teachers so that teachers can observe Tier I Reading instruction with teachers within our school and

Goal 1 (State your proficiency goal.): Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	(Intentional Focus on Tier I Quality Instructional Cycle ensuring that all students produce products and formative assessments are used to determine adjustments in instruction.)		alternating between reading and math. Monthly classroom learning walks by Administration and District Consultants focused on the Quality Instruction cycle and ensuring that adjustments in instruction are made based on student products.	outside of school if deemed appropriate for professional growth.
		<ul style="list-style-type: none"> Develop a progress monitoring system to monitor standards mastery for each student. 	Weekly Assessments, Common Assessments	Monthly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review Common Assessment Data in District Data Dashboard to analyze and compare data in context.	\$0
		<ul style="list-style-type: none"> Implement and Refine Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly Assessments to monitor proficiency of grade level standards.) 			
KCWP 5: Design, Align and Deliver Support		<ul style="list-style-type: none"> Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. 	District Data Dashboard-progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of	MTSS Team- 6 Week Data reviews by teachers, Admin Team, Counselor, Social Worker and Psychologist. Student Support Requests monitored weekly and communication letters sent to parents for entering and exiting Tier II and Tier III interventions.	\$0

Goal 1 (State your proficiency goal.):

Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. 	intervention data.		
		<p>(Refine MTSS system to provide regular 6-8 week progress checks for students in Tier III and 8-10 week progress checks for students participating in Tier II for Reading)</p> <ul style="list-style-type: none"> Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful. 			
	KCWP 6: Establishing Learning Culture and Environment	<p>(Implement Proficiency Celebration Badges twice monthly to recognize grade levels who have 70% of students at Proficiency(80% or above) in Reading and show growth from the previous measure. Red Caywood Comet Badges will put on classroom</p>	Weekly and Common Assessment Data as monitored with Caywood Proficiency Data Dashboard.	Bi-weekly data checks of student performance on Weekly and Common Assessment Data by Grade Level using Caywood Proficiency Data Dashboard.	\$0

Goal 1 (State your proficiency goal.): Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		doors to for showing growth, and Blue Comet Badges for hitting the 70% mark or above. Grade Level recognition will be announced school wide on Class Dojo to all stakeholders including families.)			
KCWP 6: Establishing Learning Culture and Environment		<ul style="list-style-type: none"> • Adopt a district/school-wide system or initiative to build character development • Ensure the effective implementation and monitoring of character education practices <p>(Implementation of Second Steps Curriculum for school wide Behavior and Social Emotional Learning; Implementation of Why Try Program for 3rd-5th graders for Targeted Intervention groups in Tier II and Tier III as well as for Students with Disabilities in small group resource specially designed instruction.)</p>	Discipline Referrals; Tier II and Tier III Behavior MTSS data.	Weekly monitoring of discipline referrals and Tier II, Tier III Behavior data for students in Tiered intervention at Monday Admin Team meeting including Principal, Assistant Principal, Counselor, FRC, School Psychologist and social worker.	Grant Funding from District paid for Training and Materials of both Why Try and Second Steps Curriculums. (\$12,000)

2. Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
Increase the % of proficient and distinguished students in separate academic indicator from 50.2% in 2019 to 75.1% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the % of proficient and distinguished students in Science from 37.8% in 2019 to 42.6% in 2021.	KCWP: 1 Design and Deploy Standards: Classroom Activities	<ul style="list-style-type: none"> Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery <p>(Implementation of STEAM (project Lead the WAY curriculum) as a special class-collaborative planning with grade level teachers to align curriculum at each grade level)</p>	Formative Assessment, Science Monthly assessments	Learning Walks- Feedback from Admin Team and Consultants in STEAM Classroom and regular classroom teachers during Science Instruction	\$1500 –most funding coming from Project Lead the Way Grant
	KCWP: 3 Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. • Create formative and summative assessments that are aligned to the standards 	Science Monthly Practice Assessments aligned to KPREP results by grade level and student	Weekly Formative Assessments, Monthly KPREP Aligned Assessments-analyze by grade level, and use to adjust instruction for individual students.	\$0

		(Implement Monthly Science Practice Assessments aligned to KPREP)			
	KCWP: 2 Design and Deliver Instruction	<ul style="list-style-type: none"> Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <p>(Teachers from each grade level will participate in District Curriculum Alignment for Science in order to vertically plan and map the science curriculum, as well as write common assessments)</p>	Science Monthly Assessments	Learning Walks-Feedback from Admin Team and Consultants in regular classroom teacher's classrooms during science instruction	\$0-District paying for cost of subs to align curriculum and write assessments
Objective 2 Increase the % of proficient and distinguished students in On-Demand Writing from 52.1% in 2019 to 56.9% in 2021.	KCWP: 3 Design and Deliver Assessment Literacy	<p>Monthly On-Demand Writing Scrimmages- Recognize and reward students for Proficient Writing and provide feedback to students to move towards proficiency.</p>	On-Demand Writing Student Work Samples	Monthly- Teachers and Admin analyze student on-demand pieces given during school wide scrimmage and determine overall areas of strength and growth for each grade level and identify students that need further instruction.	

<p>KCWP: 2 Design and Deliver Instruction</p>	<ul style="list-style-type: none"> Ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target <p>(K-5 Grade Level Lead teachers participate in Smekens Writers Workshop Training and provide training in grade level PLC teams in utilizing writer's workshop strategies.)</p>	<p>Formative Assessment in writing; on-demand scrimmage student work samples</p>	<p>Monthly PLC Data Analysis and calibration</p>	<p>\$2,800</p>
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3: Achievement Gap

Goal 3 (State your achievement gap goal.)
Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 41.8% in 2021.	KCWP-4 Review, Analyze and apply data	<ul style="list-style-type: none"> Implementation data teaming methodologies, including collection and charting of data, strengths and obstacles to student learning(using SWOT analysis), creating of SMART goals for improvement, and development of a method of quality assurance monitoring 	Common and Weekly Assessment Data Growth and IEP Goal progress towards goals	Monthly review of Common and Weekly Assessment scores of individual students with disabilities in the area of reading. Monthly monitoring of individual students progress towards IEP goals.	\$0
<p>(Monthly Special Ed Data Digs to analyze specific student data towards progress towards proficiency in Reading as well as progress on IEP goals. Monthly meeting with regular education teachers to analyze weekly and common assessment data on Caywood Proficiency Data Dashboard)</p>					
KCWP-2 Design and Deliver Instruction		<ul style="list-style-type: none"> Ensure Ongoing professional development in the area of best 	Weekly and Common Assessment	Learning Walk Feedback; Lesson Plans	\$0

Goal 3 (State your achievement gap goal.)
 Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>(Targeted Professional Learning with Special Ed Consultants as needed for best practices in reading instruction- conduct learning walks in both resource and collaborative settings to provide specific feedback to teachers.</p>	Data/IEP Goal Data		

4. Growth

Goal 4 (State your growth goal.):

Increase % of students showing growth in Reading on MAP from 72% in the Spring of 2019 to 86% in Spring of 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase % of students showing growth in Reading on MAP from 72% in Spring of 2019 to 74.8% in Spring of 2021.	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> Develop a progress monitoring system to monitor standards mastery for each student. <p>(Implement and Refine Weekly Assessments in Reading and Math. Grade Level PLC's will focus on analysis of Weekly Assessments to measure proficiency of grade level standards)</p>	Weekly Assessments and Common Assessments/MAP Data/Caywood Proficiency Data Dashboard	Monthly PLC's to review and analyze student weekly assessment data and Common Assessment data with teachers and administrators. Review Common Assessment Data in District Data Dashboard to analyze and compare data in context. Triangulate assessment data with MAP-FALL, Winter and Spring. Make adjustments in instruction based on weekly data to ensure growth of every student in reaching grade level proficiency standards.	\$0
	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Develop a protocol and monitoring/documentation 	District Data Dashboard(MTSS)-progress monitoring tool to monitor individual student progress and instructional decisions based on the triangulation of intervention data.	8-10 Week Data Progress Checks for students in Tier II Reading and 6-8 week progress checks for students in Tier III Reading. MTSS team reviews data and makes adjustments in instruction for Tier II and Tier III reading intervention groups.	\$0

		<p>tool for tiered intervention movement considerations.</p> <ul style="list-style-type: none"> • Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. <p>(MTSS/RTI system to provide regular progress checks of ALL students participating in a Tier II or Tier III reading intervention and then adjusting instruction based on intervention data.)</p>			
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7: Other (Optional)

Goal 7 (State your separate goal.):

Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data from 34% in 2020 to 66% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the % of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data results from 34% in 2020 to 50% in 2022.	KCWP-6-Establish Learning Culture and Environment	<ul style="list-style-type: none"> Collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students. Ensure culturally responsive behaviors are modeled among faculty, staff, and students. 	Survey Results/Growth in Proficiency	School Conducted Surveys of Teachers-Fall, Winter and Spring of 2020-21 school year and growth on Proficiency of Common and Weekly Assessments.	\$500.00
<p>(Implement Proficiency Celebration Badges twice monthly to recognize grade levels who have 70% of students at Proficiency (80% or above) in Reading and show growth from the previous measure. Red Caywood Comet Badges will put on classroom doors for showing growth, and Blue Comet Badges for hitting the 70% mark or above.</p> <p>Grade Level recognition</p>					

Goal 7 (State your separate goal.):
Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data from 34% in 2020 to 66% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will be announced school wide on Class Dojo to all stakeholders including families, students and staff.)			



2020-21 Phase Three: Executive Summary for
Schools_11242020_12:05

2020-21 Phase Three: Executive Summary for Schools

James A Caywood Elementary School
Kimberly Mott
3300 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Table of Contents

2020-21 Phase Three: Executive Summary for Schools	3
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2020-21 Phase Three: Executive Summary for Schools

. 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?

Caywood Elementary is located in Edgewood, Kentucky in the northern part of the state. We are a part of the Kenton County School District and located on the same campus as Turkeyfoot Middle School. Our school currently has about 560 students in grades preschool through 5th grade. There are 75 employees including certified and classified staff. Caywood continues to have a growing EL population with approximately 19% of our students, most being of Hispanic origin. The free and reduced population is 60% which makes us schoolwide Title eligible. We continue to be very transient with many students coming and going throughout each school year. All Caywood students now receive free breakfast and lunch due to our percentage of low-income families. Caywood's facility is relatively new and opened its doors to students in 2005. The building is well known throughout the state for being energy efficient and has earned several energy star awards for energy savings. We are working hard to provide 1:1 technology for all of our students. We anticipate being fully 1:1 at all grade levels by the end of this school year due to collaboration with our district to provide funding for chromebooks for each student. The district has also provided a supplemental position for an Instructional Technology Coach this year to provide on-going professional learning for our teachers due to the vastly increased need for virtual learning during the pandemic. Our PTA has been very active over the past two years and has strived to raise money for the school to purchase technology and other curriculum resources as well as to provide support and assistance to students and teachers.

. 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.

Caywood's mission statement is as follows: To help all children achieve in a nurturing, safe, challenging environment where families, staff and community work together to ensure mutual respect and success. Our beliefs have been created through the first letter of our school name which is COMETS. We believe in Creating a nurturing and safe environment. We believe in: Opportunities to excel through rigorous learning. We believe in: Mutual respect and acceptance of differences. We believe in: Every child becoming a successful life-long learner. We believe in: Teaching to achieve excellence. We believe in: Students, staff, families and community

working together. We embody this mission and our beliefs in numerous ways. First, we value shared decision-making, which is achieved through our SBDM Council and our "Mott Squad" teacher leadership team comprised of representatives from each grade level that meet at least monthly to discuss assessment data and instruction. We annually review our CSIP and work together to identify critical needs based on triangulated data as well as strategies for improvement. We name and claim every individual student through our comprehensive MTSS process in which we review intervention data to determine student needs and next steps for instruction. Each student is provided CORE instruction in Reading and Math and also receives intervention or enrichment in those areas depending on student needs and data. We utilize Title I teachers and assistants to provide the instruction for Tier II and Tier III interventions in addition to EL staff including one certified teacher who is bilingual and one assistant. Caywood offers numerous programs that our families and communities to our school. This is not limited to but includes the following: Annual Math University Night and Literacy Night, two school wide book fairs with one night being designated for families. We have school-wide Ready Fest at the beginning of each school year where families can meet their teachers and receive necessary resources for the start of school! Our PTA hosts monthly meetings with grade level performances at each meeting. We host a family engagement night in November for parent conferences at the end of the first grading period. Our FRC coordinator also offers the following programs to encourage family engagement: BORN Learning Academy; All Pro Dads and IMOM Breakfasts bi-monthly, Relatives Raising Relatives Program; Food for Thought Bags sent home with low-income students each Friday, monthly attendance incentives; Veteran's Day Program and Red Ribbon Week. We continue to partner with Children's Inc this year and through an FCLA Groundswell Initiative Grant we are providing English classes for our Spanish speaking families, as well as PACT time and Parent Education classes each week. We conduct Parent Cafes for Hispanic families revolving around topics such as discipline, parent conference strategies, instructional strategies and medical issues. We also host a 4 week summer school targeting EL students who need support with reading and writing. Caywood is also home to UpSpring in the summer, which is a non-profit organization providing an 8 week camp to students who are homeless. Enrollment in this camp continues to increase each summer. Finally, Caywood's current school wide theme is focused on "Squad Goals" which represents G-Grit O-Own your Actions A-Always Persevere L-Learn from mistakes and S- Show Kindness. This is a continued theme from the previous school year. We recognize and reward kids weekly who demonstrate these characteristics. This also connects well to our school wide Social Emotional Learning programs where we utilize the "Choose Love" curriculum, a newly adopted Second Steps Curriculum for students in grades K-5 and Conscious Discipline for our preschool students to support a school-wide culture of GRIT, empathy and kindness for others. Due to the Covid-19 pandemic, many of

our programs and opportunities for students and families have had to be re-imagined for the current school year and the staff and teachers have adapted our programs through virtual platforms such as google meet and google classroom.

. 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.

Quality School Climate and Safety Survey Data results indicate that 98.6% of students report that adults in my school care about me. Ninety-Four Percent (94%) of all students report that they believe adults in the school make sure all students get what they need to be successful, and 99.7% of students report that adults in the school work hard to make sure students are safe! Caywood's current staff has 4 National Board Certified teachers. We are an Energy Star school and well known across the state for our efficient buildings and programs. Every classroom is equipped with a smartboard for interactive learning and we are now 1:1 in all 1st through 5th grade classrooms with the goal of being 1:1 in all classrooms by the end of this school year. We have restructured our Special Area classes, and now have STEAM teacher who is using the Project Lead the Way curriculum and funding to provide high quality education in Science, Technology, Engineering , Art and Math. She was highly trained last summer and is a leader in our district in this area. We also have an Arts and Humanities class lead by our former music teacher and a Media/Technology teacher who all collaborate to ensure that all students a getting connections among all special area classes also including PE. Our Media specialist is google certified and provides opportunities for students in MakerSpace and Google Classroom and has been critical in our work during the pandemic to provide assistance to teachers, students and families with using google classroom and google meet. Our school has an outdoor courtyard on its premises that was designed to have all working parts of the water cycle. This allows teachers to provide an environment conducive to learning Next Generation Science Standards. The courtyard is also used by our STEM Club which is comprised of students with a deep interest in science, technology, engineering and math. Stem club sponsor also received a grant for the 2nd year in a row for a 3D printer, resources and professional development and for the 3rd year in a row, we will offer a 3D printer club for 4th and 5th grade students to have opportunities for further scientific investigations beyond the regular classroom setting. Caywood continues to offer many before and after school activities and clubs for students, including ,Academic Team, STLP, Stock Market Club, Tennis Club, Basketball, Volleyball, and Chorus. We also have a 21st Century Grant which allows for approximately 75 students to stay after school 4 days per week to participate in homework help and other structured activities including STEM and Archery. Our Academic team continues to improve

their performance and placed 4th in regional competition last year. Caywood performed above the state average in all content areas on the 2018-19 KPREP assessment. Caywood is NOT a designated as a federal classification for TSI or CSI. 4th grade students in 2017-18 increased P/D in Reading as 5th graders by 7.90%. 4th grade students in 2017-18 increased P/D in Math as 5th graders by 5.83%. 78.26% of students showed growth in Reading from 4th to 5th grades. 86.95% of students showed growth in Math from 4th to 5th grades. In the Separate Academic area of Social Studies, the number of students scoring P/D was 60.64% which is an increase of 2.04% from the previous school year. The number of novice students in Social Studies decreased from 21.1% in 2017-18 to 9.57% in 2018-19. With our GAP groups, our economically disadvantaged students score only 6% below the ALL students in the area of Reading and in Math, there is under a 7% GAP between ALL students and economically disadvantaged students. Students with disabilities scoring P/D in the area of reading increased from 18.2% in 2017-18 to 27.8% in 2018-19 for an increase of 9.6%. Areas for growth include increasing our P/D scores in the area of Reading from 58.56% in 2019 to 62.8% in 2020. A big growth area is to increase our P/D scores in Reading and Math for students with disabilities. 2018-19 KPREP scores indicate a significant GAP in both Reading and Math. 28% of students with disabilities scored P/D on KPREP reading in 2018-19 as compared to 58.56% of ALL students. 17% of students with disabilities scored P/D in KPREP Math in 2018-19 as compared to 60.96% of ALL students. IN the area of Separate Academic Indicator, growth areas include both Science and On-Demand Writing. In the area of science, 37.83% of students scored P/D on KPREP in 2018-19. This is a decline of 1.57% from the previous school year. In the area of On-Demand Writing, our percent of students who scored Novice increased from 7.1% in 2017-18 to 18.09% in 2018-19. We continue to also focus on increasing proficiency in Reading from 3rd to 4th grades. Third grade students in 2017-18 scored 59.1% in Reading, but dropped to 56.75% in 4th grade on 2018-19 KPREP for a decline of 2.35%. Third grade students in 2017-18 scored 61.9% in Math, but dropped to 60.36% in 4th grade on 2018-19 KPREP for a decline of 1.54%. Recent MAP data from the 2019-20 school year continues to show that our focused areas of growth continue to be in the area of reading for both ALL students and student with disabilities. In the area of Reading, 62.94% of students socred at or above the 50th percentile on MAP in the winter of 2020, which is below the district average of 67.48%. Also, in the area of Reading, 12% of students in the achievmnt gap of students with disabilities scored at or above the 50th percentile on MAP in the in the winter of 2020 which is below the district average of 26.84%. We are also striving to improve our school's overall social and learning climate of the school, as our Impact Survey results indicate that only 34% of teachers perceive the culture as favorable. We will focus on celebrating student achievement and growth and will commit to having a growth mindset,

prioritize and value teacher time, and provide differentiated learning opportunities to support individual and collective growth of teachers.

. CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

Caywood is continuing its focus on engaging families and reducing barriers to learning for students. We are continuing our partnership with Children's Inc through the vehicle of a 5-year Federal NCFL grant. (National Center for Families and Learning) The purpose of this grant is to implement family literacy programs and professional development for our staff. The goals are to increase students' literacy, development and achievement; increase parent's knowledge of educational choice and to increase opportunities for parents to exercise engagement, leadership and decision making. The grant provides for English Classes for Parents, Parent and Child Activity Time, Children's Education and Parent Education. EL (Hispanic Families) at our school meet weekly(and during the Pandemic Virtually) to learn English and parenting skills. We have also recently elected an minority Hispanic parent to our SBDM Council and also to our PTA Board. We are developing a family engagement team to work to reduce barriers with families and provide professional development for our staff on best strategies for working with diverse family populations. This year, our staff and students are participating in training in Diversity and Inclusion in order to help us better become aware of biases that may impact interactions with students and families. In addition, each week our Administrative team meets to analyze data in the areas of behavior, attendance, academics and mental health. We are focused on providing interventions for those students who are chronically absent. The counselor, FRC Coordinator, district social worker, and RBTL Coordinator analyze attendance data and provide resources to families, as well as conducting home visits in order to get to the root of the problem. Our counselor and KTP social worker are working to provide Tier II and Tier III intervention groups that focus on behavior and mental health utilizing research-based programs that target specific skill deficits. We also work with agencies outside of the school to provide school-based therapy for students at school who demonstrate a need beyond what the school is able to provide in terms of mental health and supporting families outside of the school setting. Our mission each day is to provide a world class education for ALL students and to ensure that

all families and stakeholders are engaged and actively participating in the education of each child who attends Caywood Elementary.

Generated on 12/07/2020

James A Caywood Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11242020_12:07

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

James A Caywood Elementary School
Kimberly Mott
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Edgewood, Kentucky, 41017
United States of America

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	9
Attachment Summary	10

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the Achievement Gap Group spreadsheet and attach it.

Caywood utilizes MAP, KPREP, DIBELS, Brigance and Reading Inventory Assessments to analyze and measure progress of our GAP students. We also utilize RTI program data to monitor student growth in Tier II and Tier III interventions throughout the year on a weekly basis.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Caywood's school population is quite diverse with a total enrollment of 561 students from preschool through 5th grades. We consistently hover close to 60% free and reduced lunch and have one of the highest populations of free and reduced lunch in our district. We currently serve free breakfast and lunch to 100% of our population each day. We have three major sub groups including 17% of students with disabilities, 13% English Language Learners with 19% of our population being Hispanic. Our largest GAP group is currently economically disadvantaged students with the most current numbers being 60%. Our school's culture is very warm and welcoming to students with diverse backgrounds. This is our fourth year implementing our school-wide theme of GRIT, perseverance and kindness. We recognize students each Friday for demonstrating the following characteristics in our #Squadgoals theme: G: Grit. O: Own your Actions; A: Always Persevere; L: Learn from Mistakes; S: Show Kindness. Many students are recognized for their ability to overcome personal obstacles and reach their goals! We have continued and expanded our theme to reflect growth mindset and an emphasis on learning from mistakes and failures. Our school truly celebrates diversity and recognizes differences. This year, we have continued to build capacity with Diversity and Inclusion Training for both staff and students.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We are successfully closing the gap between our economically disadvantaged students and ALL students. There is under a 6% GAP in Reading between All students and economically disadvantaged students. There is under a 7% GAP in Math with this same group. (under 10% difference) .

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Our GAP group of EL students continues to show steady growth and improvement. Our Access scores for 2019-20 show that 86% of students showed growth from the previous year. The state goal for Caywood for Proficient and above students was 31.8%. Our Actual score of 46.3% proficient and above students far exceeded that

goal by 14.5%. In 2017-18, EL students grew from 9% to 32.1% P/D on KPREP and then showed growth again in 2018-19 KPREP Reading with 38% scoring P/D in Reading. Our Economically disadvantaged students scored 49.8% P/D in 2017-18 vs Non-Economically Disadvantaged students who scored 71.8% P/D in reading. In Math, our economically disadvantaged students scored 53.2% P/D in 2017-18 and non-economically disadvantaged students scored 73.6% P/D. The gap was reduced in 2018-19 with 53.1% of economically disadvantaged students scoring P/D in Reading vs non-Economically Disadvantaged students who scored 67.3% in Reading. The GAP also continued to reduce in Math in 2018-19 with 54.2% of economically disadvantaged students scoring P/D in Math vs 71.7% of non-economically disadvantaged students scoring 71.7% P/D.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The GAP group of students with disabilities in the area of reading continues to be an area that has lacked progression or growth. According to 2018-19 KPREP data, 28% of students with disabilities scored Proficient or Distinguished in Reading as compared to 58.56% of ALL students. Fourteen Percent (14%) of students in the achievement GAP of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2020 as compared to sixty-one percent (61%) of ALL students in the area of reading. This was a decline of 8.79% from Fall MAP 2019 for students with disabilities in the area of reading.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Until the 2018-19 school year, students with disabilities did not have enough access to core instruction. They were often pulled from their Core instruction to work on IEP goals instead of receiving access to grade level standards. Furthermore, a solid structure has not been in place to analyze individual student data on weekly and common assessments to regularly monitor progress towards proficiency with grade level standards. Therefore instructional decisions were not being made collaboratively by special education teachers, regular ed teachers and administration based on assessment data. In addition, teachers were not consistently co-teaching with regular education teachers to provide the best possible instruction so that students had equal access to grade level standards.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement

gap. List the names and roles of strategic partners involved.

In alignment with our district Disability GAP plan, there are structures and systems now in place to ensure regular monitoring of Students with disabilities. First, Caywood has created a Proficiency Data Dashboard that is updated each week with reading and/or math weekly assessment scores and common assessment scores. At our weekly Special Ed meetings, this data is reviewed in addition to analyzing IEP progress data to review individual progress towards IEP goals. At grade level PLC's, weekly and common assessments are reviewed by both the regular education teacher and the special education teacher in which data is analyzed in context with ALL students as well as district data. Our MTSS process is fully in place now so that students who are referred for evaluation have solid Tier II and Tier III RTI data to support testing and evaluation. Tier II and Tier III intervention groups now have accurate data that is being reported and reviewed. Teachers are also receiving district cohort training in Co-teaching strategies to improve instruction so that students with disabilities have equal access to grade level standards. Instruction in special education resource and collaborative classrooms is being monitored through regular monthly learning walks by administration as well as district special education consultants when needed. In addition, we have a teacher leadership team that meets at least monthly to review school improvement and analyze data. This team works together to make recommendations to the SBDM council regarding the development, approval and implementation of the school's improvement plan. Finally, the MTSS team meets each Monday as well as every 6-8 weeks to review Tier II progress data and then every 8-10 weeks to review Tier III progress data in Reading, Math, and Behavior. The MTSS team includes Principal, Assistant Principal, Counselor, KTP Social Worker and FRC coordinator to review overall trends in data, and to make instructional placements in Tier II and Tier III interventions.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Caywood's professional development plan for the 2020-21 school year includes a heavy emphasis on the Quality Cycle of Instruction in the area of Reading and

developing and implementing weekly assessments for All students in both reading and math. In addition, over the summer, special ed teachers and participated in professional learning targeted for best practices in implementing and facilitating the Why Try Program. Spec Ed teachers also received district training on instructional strategies and IEP development, analysis of student data towards IEP goals and towards proficiency as well as Co-Teaching strategies. All of these professional learning opportunities are targeted at increasing proficiency for our GAP group-students with disabilities. The plan also includes job-embedded work in PLC's with the intentional focus of all PLC's on the analysis of student data, progress monitoring and next step actions for instruction to ensure ALL students are showing growth towards proficiency in Reading and Math. The Professional Development Plan was approved by the Superintendent in May of 2020.

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Goal: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of reading from 28% in 2019 to 59.1% in 2024. Objective: Increase the percent of students with disabilities scoring P/D in the area of reading from 28% to in 2019 to 35.2% in 2021.



Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification 2020	Achievement Gap Group Identification	*
 Measurable Gap Goal	Measurable GAP Goal	*

Gap Group/Total number of students	Percentage of Total School Population
Students with Disabilities/ 97	17%
EL/73	13%
Free and Reduced Lunch /331	60%
Hispanic/Latino./106	19%
Asian/3	0.53%
Black/African American/11	1.96%
Two or More Races/53	9.45%
Native American or Pacific Islander/3	0.53%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<p>Goal: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59.1% in 2024.</p> <p>Objective: Increase the % of students with disabilities scoring P/D in the area of reading from 28% in 2019 to 35.2% in 2021.</p>	KCWP-4 Review, Analyze and apply data	<p>*Implementation data teaming methodologies, including collection and charting of data, strengths and obstacles to student learning(using SWOT analysis), creating of SMART goals for improvement, and development of a method of quality assurance monitoring. (Monthly Special Ed Data Digs to analyze specific student data towards progress towards proficiency in reading and math as well as progress on IEP goals. Monthly meeting with regular education teachers to analyze weekly and common assessment data on Caywood Data Dashboard)</p>	Spec Ed Teachers, Regular Ed Teachers, Principal, School Psychologist, Counselor	Caywood Data Dashboard/Spec Ed Dashboard /Common Assessments/Weekly Assessments/IEP Data	\$0
	KCWP-2 Design and Deliver Instruction	<p>*Ensure Ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Targeted Professional Learning with Special Ed Consultants as needed for best practices in reading instruction- conduct learning walks in both resource and collaborative settings to provide specific feedback to teachers.</p>	Spec Ed Teachers, Principal, Assistant Principal, District Spec Ed Consultants	Learning Walk Feedback; Lesson Plans	\$0