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2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

James A Caywood Elementary School
Kimberly Mott
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United States of America

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2024-2025 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 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Kimberly Mott

9-16-24

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2024-2025 Phase One: Executive Summary for Schools

James A Caywood Elementary School
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2024-2025 Phase One: Executive Summary for Schools

Description of the School

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

Caywoood 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 **587**students in grades preschool through 5th grade. We offer a full day preschool program that serves approximately 40 students. There are approximately 75 employees including certified and classified staff. Caywood continues to have a growing English language learner poplulation with approximately **19%** of our students, most being of Hispanic origin and an increasing number of newcomers with little to no English. The free and reduced population is **60%** which makes us schoolwide Title I 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(CEP) due to our percentage of low-income families. Caywood's facility 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 have now fully implemented 1:1 technology at all grade levels due to the 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 to provide on-going professional learning for our teachers in our new Learning Management Systems including Schoology and Performance Matters. This coach also provides job-embedded professional learning for our teachers in real time in the classroom setting. Our PTA is been very active over the past two years and has strived to raise money for the school to purchase technology and other high quality curriculum resources as well as to provide support and assistance to students and teachers. Due to a generous donation from a Caywood family, we were able to purchase new smartboards for every classroom in our building. Our district goal is to have 100 percent of students engaged in an at least one extra-curricular activity. Caywood students are strongly encouraged to be involved in extra-curricular activities including Academic Team, STLP, Imaginarium Club (STEAM and 3D Printing), basketball, Strings, Chorus and Girls on the Run. For the 2024-2025 5school year, we have added a school NEWS Team as well as a Comet cheerleading team!

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Our primary stakeholders include families, teachers/staff and students, as well as our surrounding school community. Our SBDM council meets at least monthly to review assessment data and utilize policies to ensure fiscal responsibity with our

budget as well as to ensure the academic acheivement of all students. We utilize a Teacher Leadership Team (Mott Squad) that is comprised of a teacher representative from each grade level and department. These leaders come together twice monthly, or more frequently as needed to carry out the school's action plan. Discussions around instructional technology, curriculum resources and best practices for instruction, including the shift from balanced literacy to the science of reading are then taken back to each team to implement and ensure fidelity. Feedback is transparent and ongoing from each grade level or department in order to make good decisions that best serve our students. In addition, our PTA Board meets monthly to plan and implement family engagement activities as well as to hold fundraisers to raise money for resources or programs identified as needs for students and families. Our FRC Advisory Council also meets with teachers and community members bi-monthly to discuss needs of families, students and staff and to provide two-way communication from home to school. Surveys are sent out to parents twice yearly to help determine areas of improvement and set goals for increasing family engagement. For the 2024-25 school year, we are forming a Principal Leadership Council (PAC) made up of identified student leaders in grades 3-5 that will meet monthly with the principal beginning in October as part of our school's action plan to increase student input and leadership within the school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Caywood Elementary's mission statement is as follows: *At Caywood Elementary everyone creates a positive culture where we communicate, connect, encourage and thrive! In addition to our mission statement, this year, we have adopted the Caywood Comet School House Model which represents our school and district goal of ensuring 100% of students are transition ready at each grade level and that we strive to equip each student to be a competent and compassionate leader. This model includes high quality instruction at all Tiers, the utilization of high quality instructional resources, trauma informed care and restorative practices. We are utilizing the Leader In Me and 7 habits of Happy Kids by Stephen Covey as the vehicle for our work.* We embody this mission and 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 and department that meet at least twice 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 PLC and MTSS process in which we review intervention data to determine student needs and next steps for instruction, while continually evaluating our intervention programming through a recursive process. Each student is provided Tier I core instruction in Reading and Math and also receives intervention or enrichment in those areas depending on student needs and triangulated data. We utilize highly qualified Title I teachers in grades K-2 and 3-5 to provide the instruction for Tier II and Tier III

interventions in addition to ELD staff including one certified teacher who is bilingual and one assistant. Caywood offers numerous programs that bring our families and communities to our school. This year, each grade level will host a Literacy Night connected to one of our Amplify literacy topics. Students will create and lead presentations on the content knowledge they are learning! 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! 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: 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 for grade levels; Veteran's Day Program and Red Ribbon Week. Over the course of last two school years, we have provided after school tutoring to those students identified as needing further intervention based on triangulated data from October to April. In addition to academics we prioritize school wide SEL- (Social Emotional Learning) where we utilize the 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. This year, we will recognize a Caywood Student Leader of the Month from each classroom who best embodies the **7 Habits of Highly Effective kids.** We will focus on one habit per month providing instruction to all students on each habit and recognize those students who most effectively lead in their classrooms.

Notable Achievements and Areas of Improvement

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

Quality school Climate and Safety Survey Data from both the 2021-22 KSA, as well as the 22-23 KSA indicate that 99.2% of Caywood students feel that the adults from the school work hard to keep them safe and 98.7% of students feel their school is a caring place to learn and the adults care about them. Ninety- two (92%) of Caywood students took the KSA in the Spring of 2021 and the overall rate of students scoring proficienct or distingusihed was above the state average in all content areas including Math, Reading, On-Demand Writing and Science. In the following spring of 2023, KSA results indicated an overall indicator score of 69.3 for Reading and Math, which was in the green, high performing category and above the state indicator score of 66. Other notable achievements include that we continue to be an Energy Star Schoool and are well known across the state for our efficient buildings and programs. In collaboration with the district, we have implemented 1:1 technology for every student in grades K-5 and we now have an instructional technology coach that provides job- embedded professional learning for teachers to enhance instruction utilizing Schoology and our Performance Matters Learning Management Systems. With the growth in access to technology and professional learning for teachers, we are able to make real-time decisions for instruction using formative data that is utilized to make instructional adjustments for students. We

restructured our special area programming over the last three years so that we have a STEAM teacher who is utilizing the Project Lead the Way curriculum to provide high quality education in Science, Technology, Engineering, Art and Math. Our Media Specialist is now google certified and provides instruction to students in a variety of digital tools, maker space, as well as on-line digital safety and citizenship. We are continuing our work to close the gaps for our English Language Learners. Our Access Testing from 2024 shows that 83% of our EL students showed growth and 19% of our students were able to exit the program at the end of the last school year. Our focus areas for improvement over the next three years are to increase proficiency in Reading and Math for all students. According to state assessment data in the Spring of 2023, 55% of all students scored proficient/ distinguished in reading as compared to 60% in 2021-22, for a decrease of 5%. Preliminary data from KSA for the Spring of 2024 indicates again a decline of 3% scoring proficient/distingished in Reading. In the area of Math, 50% of all students scored proficient/distingished in 2022-2023 as compared to 49% in 2021-22, for an increase of 1%. Preliminary data from KSA for the Spring of 2024 indicates that Math showed a small increase of 3% with 53% scoring proficient or distinguished. Over the past 3 years, our students with disabilities have improved in the area of Math, growing from 3% proficient and distinguished in 2021-22 to 9% in 2022-23. Preliminary data from KSA for the Spring of 2024 indicates an increase of 14% with 23% of students with disabilities scoring proficient or disintingusihed! In the area of Reading, students with disabiliites have shown growth, scoring 14% proficient and distingished on KSA in 2021-22 and growing to 28% in 2022-23. Preliminary data from Spring 2024 KSA indicates indicates that 26% of students with disabilities scored proficient or distinguished in reading. In addition, preliminary data from Spring 2024 KSA indicates that students with disabilities grew from 7% proficient and distinguished in 2022-23 to 33% proficient and distinguished in the area of Science. This has been an intentional area of focus for our school, and we are excited to see that we are beginning to close gaps for students with disabilities, and we are no longer identified as TSI. An Additional area for celebration is in the Seperate Academic Indicator of Science. In the spring of 2021-22, only 35% of students scored proficient or distinguished in Science, and dropped to 33% in the Spring of 2022-23. Preliminary data from KSA in the spring of 2024 indicates that 47% of students scored proficient or distinguished in science for a 14% increase! Over the next three years, our school will be focused on increasing foundational literacy skills and ensuring that ALL students are reading on grade level at each transition point. Our district has adopted a new comprehensive literacy curriculum, Amplify CKLA, and all teachers continue to receive extensive professional development in the shift from balanced literacy to the Science of Reading. Our school has developed a literacy team comprised of administration, grade level literacy leaders and interventionists who meet monthly to analyze data and make instructional changes in real time for students. We are also striving to improve our school's overall social and learning climate of the school, as our 2021-22 Impact Survey results indicated that only 50% of teachers perceive the culture as favorable. We showed positive growth in this area as reported in the 2023-24 Impact Survey results which indicated a 13 percent increase in overall school climate to 63%. After receiving input from staff based on the 2023-24 Impact survey results, we decided to focus on increasing emotional well-being and belonging of staff as well as managing student behaviors. We are utilizing the Leader in Me , restorative practices, trauma informed care, and teacher self-care to

achieve this goal, which is reflected in our attached school action plan. We are focused on our district goal of 100% transition ready and are communicating those criteria and goals by grade level to parents in alignment with 5th grade transition-ready criteria. We are committed to having a growth mindset with a forward facing view towards meeting our transition ready goals. We value and prioritize teacher time, and intentionally provide differentiated learning opportunities to support individual and collective growth of teachers.

Additional Information

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

Caywood is committeed to reducing barriers to learning for all students. Each week, our Administrative team including, principal, assistant principal, FRC Coordinator, guidance counselor, KTP Social Worker and District RBTL coordinator meet to review attendance data and provide resources to families, as well as to conduct home visits in order to get to the root of the problem. Our Counselor and KTP social worker lead Tier II and Tier III intervention groups for students 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 who demonstrate need beyond what the school is able to provide in terms of mental health and supporting families outside of the school setting. In addition, this year, we are continuing our partnership with the Ignite Institute to provide additional support for students in our K-2 classrooms by pairing an Ignite student whose pathway is Education with a classroom teacher. The Ignite students work twice weekly with Caywood teachers and students to help provide small group and individual instruction for students and are gaining experience in their field of study. In the 2022-23 school year,Caywood was designated as a TSI school because our subgroup of students with disabiities was underperforming that of all students. While we are now out of that Federal Classification, we will continue to implement our evidence-based intervention of co-teaching and intentional planning with general education and special education teachers at all grade levels. Co-teaching learning walk trend data will be monitored monthly as well as proficiency data in both reading and math for students with disabilities. Finally, we are committed to our district goal of ensuring that each child is engaged in at least one extra-curricular activity. Our mission each day is to provide a world class education for ALL students by equipping our teachers with high quality instructional resources and high quality professional learning, and to ensure that all families and stakeholders are engaged and actively participating in the education of each child who attends Caywood.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 PDF 24-25 James A Caywood Elementary School Action Plan		

2024-2025 Phase One: School Safety Report_09162024_21:42

2024-2025 Phase One: School Safety Report

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2024-2025 Phase One: School Safety Report
School Safety Report

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) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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, shall be reported for the 2022-2023 school year and each year thereafter.

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)?

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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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

7. 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) and is a copy maintained in the school office?

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

   Most recent date of review: July 24, 2024

8. 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 most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
   Yes, August 8, 2024- Records Day Agenda

9. 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) and are the drills maintained in the appropriate drill log for the given school year?

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

10. 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) and is a copy maintained on file in the school office?

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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
   Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_10162024_08:58

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address 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 to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

Our school's data analysis is a recursive process that involves systematic PLC's built into our school's culture. Teachers meet weekly in grade level PLC's to review weekly and district common assessment data in the areas of reading and math. This data is entered into Performance Matters which allows us to filter data sets, to see individual student data and to analyze standards mastery by student, class, grade level, school and district. This system also allows us to filter by GAP group to identify trends in each of these areas and to make instructional adjustments. This data is tracked on grade level data dashboards and reviewed weekly and instructional adjustments are made in real time to meet the needs of students. Grade Level Teacher Leaders facilitate the PLC discussions around data each week. Proficiency data, as well as IEP progress data as it relates to students with disabilities is reviewed monthly at our Special Education Data Dig using the Performance Matters data system as well. The teacher leadership team at the school level meets bi-weekly on Friday mornings to discuss various data sets and provides teacher input on instruction, curriculum resources, social emotional learning, discipline data or

other data that impacts student achievement, safety and culture. This team is responsible for communicating back to their grade level team the instructional adjustments and decisions. Recommendations from this group may be given to our SBDM Council. Our Council meets monthly and multiple data sets related to student achievement are shared at these regular meetings to stakeholders. In addition, our Admin Team (MTSS- Multi-Tiered System of Support) meets every Monday to review current attendance, behavior referrals, social emotional needs of students and both academic and behavioral student support requests from teachers. The MTSS team is composed of Principal, Assistant Principal, Counselor, FRC, and district RBTL and KTP social workers, as well as interventionists. The MTSS team also meets every 8-10 weeks with teachers and interventionists to review Tier II and 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. At the end of the progress check, the MTSS team reviews the program data from each area of concern to determine program effectiveness. Letters are sent to parents when Tier II or Tier III interventions are started or discontinued based on progress data. Parent stakeholders receive individualized reports on their child's progress data as it relates to academics through KSA, MAP Growth, MAP Fluency diagnostics mid-terms, report cards and specific progress monitoring reports regarding intervention data. At the district level, we review multiple data sets in context with other schools at both our monthly Leadership meetings as well as monthly Curriculum and Instruction meetings. Data from these larger meetings is then shared with the school level Administrative team and communicated to teachers at Faculty Meetings, PLC's as well as our Weekly Memo. KSA data from Spring 2024 is shared at grade level PLC meetings and the October Faculty Meeting. This is evidenced in our PLC and Faculty Meeting agendas. Data analysis is simply a part of the regular daily school and district culture.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Our proficiency goals and objectives from last year's Comprehensive School Improvement plan were focused on increasing proficiency for ALL students in the areas of Reading and Math and to increase proficiency of students with disabilities in the areas of reading and math, In the area of Math, All students increased by 4% at 54% proficient/distinguished, while our students with disabilities grew from 9% proficient/distinguished in 2023 to 23% proficient and distinguished in 2024, for an increase of 14%. Key strategies that contributed to our success in math were the utilization of IXL to target specific standards during needs based instruction, as well as the use of the PearDeck platform to provide immediate feedback to students and adjust instruction based on student products in real time. In the area of reading, ALL students declined from 55% proficient/distinguished in 2023 to 52% proficient/ distinguished in 2024 on the KSA state assessment. Our students with disabilities also decreased from 28% proficient/distinguished in 2023 to 25% in 2024 for a decrease of 3%. While we did not increase our scores in reading, our first year

implementation of our CKLA high quality instructional resource fidelity walks indicate that our instruction in reading is showing growth with the shift from balanced literacy to the science of reading according to our learning walk feedback. We continued our intentional work with students with disabilities that we had previously implemented under our TSI designation which included the implementation of Co-teaching strategies and intentional planning with regular education and special education teachers weekly, significantly impacted instruction in the collaborative classroom setting. The implementation of monthly learning walks providing feedback on the Quality Cycle of Instruction to each teacher every month and then analyzing the trend data at each month's faculty meeting helped to improve core instruction in all content areas.   In addition, our recursive weekly PLC meetings to review and analyze formative and common assessment data using Performance Matters allowed us to adjust instruction to meet individual student needs and make changes in real time to impact achievement. In the area of Science, we saw significant growth on the Kentucky Summative Assessment with an increase of 15% proficient and distinguished, increasing from 33% proficient and distinguished in 2023 to 48% proficient and distinguished in 2024. The strategies that contributed to this growth included intentional planning and collaboration with our STEAM teacher to ensure alignment of science standards and to maximize instructional time based on district timelines. We also utilized high quality instructional resources aligned to standards and tasks across grade levels and used recommended resources from the district timelines in order to meet the intent of the standard.. According to Impact Survey Results, the percent of teachers that perceive the overall social and emotional learning climate of the school as favorable increased from 50% to 63% in 2023. This is a 13% increase from the 2021-22 survey. The strategy that contributed most to this increase was the district initiative around literacy and book study of the Knowledge Gap, by Natalie Wexler. This helped to lead the vision and keep our "why" in focus around the shift from balanced literacy to the science of reading. We continued the work of refining our MTSS process with 8 -10 week progress checks for Tier II and Tier III students in all academic and SEB areas. The monitoring of student intervention data and the effectiveness of intervention programs for specific skill deficits contributed to growth in proficiency levels in Math and Reading. For our Achievement Gap Goals, we focused on increasing proficiency of students with disabilities, we implemented monthly data digs around IEP progress monitoring data, as well as proficiency data. In our weekly PLC meetings with both general and special ed teachers, we focused on reducing novice scores of students with disabilities and discussing next steps for instruction each week targeting these students. In addition, targeted learning walks were conducted in resource and collaborative classrooms by administration and district consultants to provide intentional feedback on instruction in the both settings. It will be imperative to maintain the recursive structures and systems that we have in place and continue to refine those in this year's Comprehensive Improvement Plan.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

> Data trends from the previous two academic years continue to show a decline in reading scores from 60% proficient and distinguished in 2022 to 52% proficient and distinguished in 2024 on the Kentucky Summative Assessment (KSA). Separate Academic data also shows a decline in both the areas of social studies and combined writing. The percentage of students scoring proficient and distinguished in social studies has declined from 53% in 2022 to 48% in 2024. The percentage of students scoring proficient and distinguished in combined writing has declined from 59% in 2022 to 50% in 2024. Data from the 2023-24 Impact Kentucky Working Conditions Survey, indicates that 60% of teachers believe that managing student behavior is favorable. There was 0% growth in this area from the previous Impact survey from 2021-22. Data from the Quality School Climate and Safety Survey from 2024 indicates that 40% of students believe that students being mean or hurtful to other students online is a problem. While this is a decrease from the 2023 survey, we did not meet our yearly objective, which was to decrease that percentage to 34% of students. Additional data from the Quality School Climate and Safety survey indicates that only 64% of students at Caywood believe that all students are treated the same if they break the rules. This percentage has declined for three consecutive years from 67.8% in 2022 to 66% in 2023 and to 64% in 2024.

Current State
 4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Fifty (52%) of students scored proficient/distinguished in Reading on the KSA state assessment in the spring of 2024. Fifty-four percent (54%) of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2024. Twenty-five percent (25%) of students with disabilities scored proficient/ distinguished on KSA Reading. Twenty- three percent (23%) of students with disabilities scored proficient/distinguished on KSA Math. Thirty-eight percent (38%) of English Language Learners (EL) scored proficient/distinguished on KSA Reading in the spring of 2024. Thirty-two percent (32%) of English Language Learners (EL) scored proficient/distinguished on KSA Math. Forty-nine percent (49%) of kindergarten students are kindergarten ready according to the Brigance assessment administered in the 2023-24 school year. According to the Fall of 2024 MAP assessment, kindergarten students scored a median RIT percentile of 56 compared to the district median of 65 in the area of math. Kindergarten students scored a median RIT percentile of 58 compared to the district median of 58 in the area of reading. First Grade students scored a median RIT percentile of 64 compared to the district median of 67 in the area of math. First Grade students scored a median RIT percentile of 58 compared to the district median of 67 in the area of reading. Second Grade students scored a median RIT percentile of 66 compared to the district median of 63 in the area of math. Second Grade students scored a median RIT percentile of 65 compared to the district median of 58 in the area of reading. Third Grade students scored a median RIT percentile of 63 compared to the district median of 63 in the area of math. Third Grade students scored a median RIT percentile of 69 compared to the district median of 67 in the area of reading. The projected proficiency for KSA for third grade is 55.4% in math and 69.3% in reading.   Fourth grade students scored a median RIT percentile of 62 compared to the district median of 64 in the area of math. Fourth grade students scored a median RIT percentile of 66 compared to the district median of 69 in the area of reading.The projected proficiency for KSA for fourth grade is 59.7% in math and 59.10% in reading. Fifth Grade students scored a median RIT percentile of 57 compared to the district median of 64 in the area of math. Fifth grade students scored a median RIT percentile of 65 compared to the district median of 67 in the area of reading. The projected proficiency for KSA for fifth grade is 54.9% in math and 56.3% in reading. According to ACCESS data from Spring of 2024, seventy-seven percent (83%) of EL students made growth. Fourteen percent (19%) reached attainment.

Non-Academic Current State: Quality school climate and safety results from KSA in the spring of 2024 indicate that 98% of students feel that the adults from their school care about their physical safety. Ninety-Eight percent (98%) of students feel that when they want to give up, teachers say they should keep trying.   Ninety-five percent (97%)of students believe that if students are mean or hurtful to other students, there is a safe way to report it to an adult. The same survey indicates that fifty-one (40%) of students believe that students being mean or hurtful to others online is a problem. In addition, sixty-four (64%) of students believe that all students

are treated the same if they break the school rules. The 23-24 Impact Kentucky working conditions survey results indicated that sixty-three percent (63%)of respondents perceive the overall social and learning climate of the school as favorable which was a 13% increase from the previous survey, but remains 8% below the state average of Kentucky elementary schools.   Impact survey results also indicated that 60% of respondents feel that managing student behavior is effective. There was no growth in this area compared to the 2021-22 Impact Kentucky survey. The number of office discipline referrals in the 2023-24 school year was 266. The number of out of school suspensions in the 2023-24 school year was 20.

Priorities/Concerns
5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Sumi gap learners.

According to state assessment data (KSA) in the Spring of 2024, fifty-two percent (52%) of students scored proficient or distinguished in the area of reading, which is a decline of 3% from the previous school year's summative assessment. In addition, Caywood students with disabilities scored 25% proficient or distinguished in the area of reading showing a 3% decrease from the 2023 spring KSA. In addition to reading, in the separate academic indicators, both social studies and writing showed declines in the number of proficient and distinguished students. In the area of social studies, forty-eight (48%) of all students scored proficient or distinguished in the spring 2024 as compared to fifty-seven (57%) in the spring of 2023 for a decrease of 9%. In the area of combined writing, fifty (50%) of all students scored proficient or distinguished in the spring of 2024 as compared to sixty-two (62%) in the spring of 2023 for a decrease of 12%. These areas will be thoroughly addressed in the comprehensive school improvement plan.

Strengths/Leverages
6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

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

Caywood's students with disabilities have shown significant growth over the past two school years on the Kentucky Summative Assessment (KSA). In the area of Math, students with disabilities have increased from 3% proficient and distinguished in 2022 to twenty-three (23%) in the spring of 2024. In the area of Science, students with disabilities have increased from ten (10%) proficient and distinguished in 2022 to thirty-three (33%) in the spring of 2024. While reading declined by 3% from 2023 to 2024 for students with disabilities, it is still an overall increase from 2022 growing from fourteen (14%) proficient or distinguished to twenty-five (25%) in the spring of 2024. The evidenced based practices of co-teaching and intentional planning we implemented to target our students with disabilities can be adapted to address ALL students in our overall performance in reading, social studies and combined writing. In addition, the recursive data analysis systems and structures already in place as well as providing ongoing monthly feedback to teachers on the Quality Cycle of Instruction and the use of high quality instructional resources in reading and social studies will be applied to show continuous improvement in the areas of weakness.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

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

a. Complete the Key Elements Template.
- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

📄 Caywood Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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.

NOTE: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

After analyzing the key elements of teaching and learning, Caywood Elementary will focus its resources, time and effort to improve student achievement in the following two key areas: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. We will continue our strong focus on reviewing classroom formative and district common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students in all content areas. In addition, we will continue our work using the learning management system, Performance Matters, to analyze district common assessment results and dig deeper into standards growth for students. This data allows us to make on-going instructional adjustments which will improve student achievement. With last year's adoption of CKLA Amplify, a comprehensive literacy program, we will continue our professional learning around this high quality instructional resource to make the shift from balanced literacy to the Science of Reading and provide ongoing professional learning for teachers. We will also continue our intentional work to provide high quality instruction for all students by providing feedback on the elements of the quality cycle of instruction for all teachers monthly. We will utilize school wide learning walk trends and assessment data to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction. Additional professional learning opportunities will be centered around lesson internalization and utilizing consistent tools to support structures for teachers to collaboratively plan and prepare instruction ensuring every child reaches their maximum learning potential.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Caywood Key Elements		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?		1) Weekly, data-driven, PLC's around common district and classroom formative assessments. Teachers engage in deconstructing standards and determining next steps for instruction. 2) Analysis of district common assessment scores though Learning Management System- Performance Matters. 3) Teachers participate in district standards work sessions focused on deconstructing standards and designing assessment questions aligned to standards for use on weekly and common assessments.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	YES	1) Admin conducts a minimum of one learning walk for ALL teachers during September, October, January and February. Targeted walks are conducted throughout the year as needed based on data around the Kenton County Quality Cycle of Instruction. 2) Fidelity Walks are being implemented this year to ensure continued fidelity of implementation of Amplify CKLA to support the shift from balanced literacy to the Science of Reading. 3) Teachers participate in monthly faculty meetings where learning walk feedback and assessment trend data is

		analyzed. Differentiated professional development on the quality cycle of instruction is provided. 4) Multi-tiered system of support (MTSS) system is in place. Learning walks take place in Tier II and Tier III intervention classrooms and during classroom RTI blocks to ensure quality of instruction and fidelity of implementation of research-based programs. 5) Teacher accountability to lesson plans which follows district timelines and the school's lesson plan policy. Lesson internalization professional learning is being provided by the district in order to ensure alignment with standards and rigorous instruction utilizing high quality instructional resources. 6)
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		1) Administration and teachers follow the KCSD Balanced Assessment System-Informing instruction for Student Success beginning with Assessments FOR learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). 2) MAP is our Universal Screener used twice yearly for all K-5 students in the areas of reading and math. 3) MAP Fluency is our diagnostic assessment given three times per year in order to measure foundational skills with an emphasis on oral fluency. 4) Classroom formative assessments and District Common Assessments are implemented with fidelity and recorded in Performance Matters data platform. 5) Administration and teachers are continuously engaged in meaningful discussions around student data during weekly

		PLC's and MTSS progress check meetings to analyze data and make informed instructional adjustments in real time.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	YES	1) Weekly Grade Level PLC's to analyze formative assessment data, determine adjustments to instruction, identify standards that need to be retaught across the grade level and determine individual student remediation. 2) Special Education Data digs every 6 weeks (mid- term and end of each grading period) to analyze student progress towards IEP goals, as well as progress towards proficiency and mastery of grade level standards. Performance Matters reports and IEP progress data are used to determine students who need instructional changes.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?		1) Performance Matters is the learning management system that tracks standards mastery for students across all content areas. In addition, this system is used to track intervention data, as well as program evaluation data to determine the health of interventions. 2) District Data Dashboard to track Common Assessment Data, MAP Data, MTSS Data, and Special ED Compliance Data, as well as IEP progress monitoring data used to compare the progress of students at Caywood with other district elementary schools and network with other schools showing growth and success in particular content areas. 3) Grade level dashboards used to track all data for students including classroom formative assessments, district common assessments, MAP Growth, MAP Fluency, Kindergarten Brigance data and Transition Ready data for 4th and 5th grade students.

		4) PLC Agendas with teacher led "Overall Assessment Results" which track evidence of data discussed as well as next steps for instruction.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?		1) Academic achievement recognition of students showing growth and proficiency weekly and throughout the year to track and improve standards mastery and Transition Readiness. 2) PBIS and SEL curriculum implementation using high quality instructional resource. 3) Implementation of the **Leader in Me**- 7 Habits of Highly Effective Students (Stephen Covey) in order to promote student leadership and a positive learning culture. 4) All students have an adult advocate. 5) Implementation of Restorative Practices and Trauma Informed Care 6) Community Engagement and Partnerships with families and organizations. 7) Various extra-curricular activities to assist with all students being engaged, well-rounded students. 8) Student Climate Survey indicating positive school perception from students.

2024-2025 Phase Two: School Assurances_10152024_21:32

2024-2025 Phase Two: School Assurances

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

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2024-2025 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

o Yes

o No

● **N/A**

COMMENTS

2. 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**

o No

o N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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**
- o No
- o N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, 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**
- o No
- o N/A

COMMENTS

5. 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**
- o No
- o N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). 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**
- o No
- o N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, 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**
o No
o N/A
COMMENTS

8. 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**
o No
o N/A
COMMENTS

9. 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**
o No

o N/A
COMMENTS

10. 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**

o No

o N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, 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**

o No

o N/A

COMMENTS

12. 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**

o No

o N/A

COMMENTS

13. 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**
- o No
- o N/A

COMMENTS

14. 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**
- o No
- o N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- o No
- o N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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 CFR 200.26 (Code of Federal Regulations).

● **Yes**
o No
o N/A
COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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**
o No
o N/A
COMMENTS

22. 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**
o No
o N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In 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.

o Yes
o No
● **N/A**
COMMENTS

24. In 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.

o Yes
o No
● **N/A**
COMMENTS

25. In 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.

o Yes
o No
● **N/A**
COMMENTS

26. In 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.

o Yes

o No

● **N/A**

COMMENTS

27. In 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.

o Yes

o No

● **N/A**

COMMENTS

28. In 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.

o Yes

o No

● **N/A**

COMMENTS

29. In 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.

o Yes

o No

● **N/A**

COMMENTS

30. In 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.

o Yes
o No
● **N/A**
COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, 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).

o Yes
o No
● **N/A**
COMMENTS

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

o Yes
o No
● **N/A**
COMMENTS

33. If identified in the previous year 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.

    o Yes

    o No

    ● N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

    o Yes

    o No

    ● N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Three: Comprehensive School Improvement Plan_11152024_09:25

2024-2025 Phase Three: Comprehensive School Improvement Plan

James A Caywood Elementary School
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United States of America

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2024-2025 Phase Three: Comprehensive School Improvement Plan
Rationale

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.

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

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Schools, 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, Baldridge, etc.*).

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

Using the Comprehensive School Improvement Plan Template

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

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

● **b. Upload your completed template in the attachment area directly below.**
ATTACHMENTS

Attachment Name

📄 Caywood CSIP Goal Builder 2024-2025

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Caywood CSIP Goal Builder 2024-2025	Comprehensive School 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1) According to state assessment data (KSA) in the Spring of 2024, fifty-two percent (52%) of students scored proficient or distinguished in the area of reading, which is a decline of 3% from the previous school year's summative assessment.
2) Caywood students with disabilities scored 25% proficient or distinguished in the area of reading showing a 3% decrease from the 2023 spring KSA.
3) In the separate academic indicators, both social studies and writing showed declines in the number of proficient and distinguished students. In the area of social studies, forty-eight (48%) of all students scored proficient or distinguished in the spring 2024 as compared to fifty-seven (57%) in the spring of 2023 for a decrease of 9%. In the area of combined writing, fifty (50%) of all students scored proficient or distinguished in the spring of 2024 as compared to sixty-two (62%) in the spring of 2023 for a decrease of 12%. These areas will be thoroughly addressed in the comprehensive school improvement plan.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

After analyzing the key elements of teaching and learning, Caywood Elementary will focus its resources, time and effort to improve student achievement in the following two key areas: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. We will continue our strong focus on reviewing classroom formative and district common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students in all content areas. In addition, we will continue our work using the learning management system, Performance Matters, to analyze district common assessment results and dig deeper into standards growth for students. This data allows us to make on-going instructional adjustments which will improve student achievement. With last year's adoption of CKLA Amplify, a comprehensive literacy program, we will continue our professional learning around this high quality instructional resource to make

the shift from balanced literacy to the Science of Reading and provide ongoing professional learning for teachers. We will also continue our intentional work to provide high quality instruction for all students by providing feedback on the elements of the quality cycle of instruction for all teachers monthly. We will utilize school wide learning walk trends and assessment data to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction. Additional professional learning opportunities will be centered around lesson internalization and utilizing consistent tools to support structures for teachers to collaboratively plan and prepare instruction ensuring every child reaches their maximum learning potential.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	71.7	+0.7
State Assessment Results in science, social studies and writing	69.3	-3.8
English Learner Progress	58.5	-1.1
Quality of School Climate and Safety	78.9	-0.6
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1: Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 52% in 2024 to 76% in 2029 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 54% in 2024 to 77% in 2029 as measured by the school report card.

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 52% in 2024 to 56.8% in 2025.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	-Continue year 2 of implementation of new CKLA Amplify comprehensive literacy instructional resource and professional learning for all teachers in the shift from balanced literacy to the science of reading, including on going district professional development (grade level boost sessions). Additional professional learning will also be provided in P-12 Reading strategies. -Utilize lesson internalization tools and professional learning days to support structures for teachers to collaboratively plan and prepare instruction intentionally with our HQIR in reading. -Conduct Amplify CKLA Fidelity walks with district consultants to provide meaningful feedback to teachers to ensure equity in all classrooms for Tier I instruction in	-District Common Assessments -School level common formative assessments -MAP Growth data -MAP fluency Diagnostic data -KSA data -IXL progress data -Intervention program data	-Utilize data from new both Fidelity Walks and monthly learning Walks to monitor elements of the Quality Cycle of Instruction to determine reinforcement or recommendation for each element. Data is reviewed at monthly Faculty Meetings to determine school-wide trends and to provide differentiated professional learning for teachers based on data from the learning walk tool. -Utilization of Performance Matters in weekly PLC's, as well as grade level data dashboards to track student progress on classroom formative assessments and district common assessments in order to name and claim students and create actionable steps for adjusting instruction -Monitoring lesson plans to ensure fidelity of the HQIR CKLA and that plans outline each element of the Quality Cycle of Instruction using newly developed school dashboard	-$6,500- comprehensive Amplify resource (year 2) -$9,589 IXL -$4,400- Amplify Boost -5,000 for subs for planning days

Goal 1: Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 52% in 2024 to 76% in 2029 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 54% in 2024 to 77% in 2029 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		reading (Fall and Spring Fidelity walks)		for lesson plans as well as lesson internalization documents	
		-Implement Peer Observations within and outside of the school		-MAP fluency diagnostic- 3X per year	
		-Monthly learning walks for all teachers to provide specific feedback on the Quality Cycle of Instruction followed by monthly analysis of school wide walk data to provide differentiated professional learning on the elements of the cycle.		-IXL Progress data weekly	
		-Triangulate MAP Growth, MAP reading fluency Diagnostic data, common assessment data as well as intervention data at each MTSS progress check to determine next steps for students in Tier I, Tier II and Tier III to ensure all students are reading on grade level at each transition point, with a focus on needs based instruction in Tier I.		-MAP Growth Data 2x per year	
		-Review the health of reading intervention data at the end of each 8 week MTSS progress check to determine intervention effectiveness			

Goal 1: Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 52% in 2024 to 76% in 2029 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 54% in 2024 to 77% in 2029 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the number of proficient and distinguished students in the area of math from 54% in 2024 to 58.6% in 2025.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	-Monthly learning walks for all teachers to provide specific feedback on the Quality Cycle of Instruction followed by monthly analysis of school wide walk feedback at faculty meetings to provide differentiated professional learning on the elements of the cycle. -Utilization of IXL for needs based groupings in Tier I Math instruction in order to provide re-teaching for specific standards. -Utilize Pear Deck platform in order to provide immediate feedback to students and adjust instruction based on student products in real time. -Utilization of Performance Matters to track student progress on weekly and common assessments and intervention data to focus our discussion at weekly PLC's in order to name and claim students and create actionable steps for adjusting instruction.	-Common Formative Assessments; District Common Assessments; -MAP Growth Data- 2x per year -IXL Data -Common Assessment Scores %P/D as monitored with Performance Matters and district data dashboard.	-Utilize data from monthly learning walks to monitor elements of the Quality Cycle of Instruction to determine reinforcement or recommendation for each element. Data is reviewed at monthly Faculty Meetings to determine school-wide trends and to provide differentiated professional learning for teachers based on data from the learning walk tool. -Weekly PLC's to review and analyze student weekly and common assessment data in math with teachers and administrators. Review Common Assessment data in Performance Matters to analyze data in context. -Monitoring of lesson plans to ensure tasks are aligned to standards as well as learning walk feedback related to task and product of the Quality Cycle of Instruction.	$9,589 IXL $7,495 PearDeck

Goal 1: Caywood Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 52% in 2024 to 76% in 2029 as measured by the school report card. We will increase the number of proficient and distinguished students in the area of **Math** from 54% in 2024 to 77% in 2029 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- Review the health of math intervention data at the end of each 8 week MTSS progress check to determine intervention effectiveness and action steps.			

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 48% in 2024 to 74% in 2029 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in Social Studies from 48% in 2024 to 74% in 2029. We will increase the percentage of students scoring proficient/distinguished in Combined Writing from 50% in 2024 to 75% in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the % of proficient and distinguished students in **Science** from 48% in 2024 to 53.2% in 2025.	KCWP: 1 Design and Deploy Standards: Classroom Activities	-Analyze common assessment data in Performance Matters (LMS) to determine standards deficits and provide immediate re-teaching of standards in addition to spiral review.	-Common Formative Assessments, -District Common Assessments -KSA -IXL data	-Learning Walk feedback and trend data in the areas of science and social studies -Monthly Analysis of Science/SS district common assessments using Performance Matters (LMS) during grade level PLC's.	$1500- Project Lead the Way Grant $1,395 Mystery Science
Objective 2: Increase the % of proficient and distinguished students in **Social Studies** from 48% in 2024 to 53.2% in 2025.	KCWP: 2 Design and Deliver Instruction KCWP: 3 Design and Deliver Assessment Literacy KCWP-4 Review, Analyze and apply data	-Conduct intentional learning walks in science and social studies blocks to ensure utilization of high quality instructional resources and implementation of the quality cycle of instruction -Intentional planning and collaboration between grade level teachers and STEAM teacher to ensure alignment of Science Standards and to maximize instructional time based on district timelines. -Utilize newly adopted high quality instructional resource (HQIR) from Teacher Created Materials in Social Studies (Grades K-5) in order to ensure alignment of rigorous tasks		-Monitoring of lesson plans to ensure quality cycle of instruction and tasks aligned to rigor of the standards.	$1,202 Generation Genius (science videos) $26,000- TCM Social Studies High Quality Instructional Resource -
Objective 3: Increase the % of percent of proficient and distinguished students in **Combined Writing** from 50% in 2024 to 55% in 2025.					

Goal 2: Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 48% in 2024 to 74% in 2029 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in Social Studies from 48% in 2024 to 74% in 2029. We will increase the percentage of students scoring proficient/distinguished in Combined Writing from 50% in 2024 to 75% in 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to standards and to provide high quality resources for teachers to use when planning collaboratively with their teams. -Implementation of Amplify CKLA-vocabulary and writing components embedded within the program. Create authentic on-demand writing practice to supplement the knowledge portion of the curriculum.			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

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 25% in 2024 to 29% in 2025.

Objective 2: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of **Math** from 23% in 2024 to 28% in 2025.

Objective 3: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of **social studies** from 12% in 2024 to 17% in 2024. | KCWP: 2 Design and Deliver Instruction

KCWP-4 Review, Analyze and apply data | -Weekly special education PLC meetings along with 6 week data digs to conduct a comprehensive review of IEP progress monitoring data and proficiency data to determine next steps for instruction for students with disabilities in both reading and math.

-Intentional instructional walks in Special Ed Resource and collaborative settings to monitor co-teaching implementation as well as implementation of SDI and SAS and the quality cycle of instruction by school administrative team and district consultants.

-Implementation of structure to provide intentional planning time for special education and classroom teachers weekly to continue growth | -Common Formative Assessments, District Common Assessments - IEP progress data (reviewed every 6 weeks) -Proficiency Data of SWD in reading and math -reviewed every 6 weeks -MAP Growth Data- 2x per year -MAP Fluency Diagnostic Data- 3x per year -KSA Summative Data | -Weekly review of Common and formative Assessment scores of individual students with disabilities in Reading, Math and Social Studies.

Every 6 weeks- monitoring of individual students progress towards IEP goals using Caywood Special Education Data Dashboard tool as well as monitoring of proficiency scores on district common assessments for student with disabilities. Data in context is also reviewed every 6 weeks to compare with district data. | - $26,000- social studies HQIR

-$6,500 Amplify CKLA HQIR |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		in co-teaching in the collaborative setting. -Regular review by administrators of Special Education Data including IEP's and alignment to schedules; evaluating effectiveness of programs used in the resource setting, as well as close monitoring of proficiency data using Performance Matters. -Explicit instruction in P-12 reading strategies (Pre, During and Post reading) within the new Amplify CKLA and TCM social studies high quality instructional resources. -Intentional training for special education teachers in the use of the Intervention Tools provided in CKLA Amplify HQIR.		- Learning Walk Feedback Trend Data in Collaborative and Resource Settings utilizing Caywood Learning Walk Data Tool to determine reinforcement or recommendations for each element of the cycle. - Lesson Plan Review for both collaborative and resource settings utilizing district lesson internalization tools -	

4: English Learner Progress

Goal 4:
Caywood Elementary will increase the overall English Learners Progress Indicator score from 57.4 in 2024 to 78.7 in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Overall English Learners Progress Indicator score from 57.4 in 2024 to 61.7 in 2025.	KCWP: 2 Design and Deliver Instruction KCWP-4 Review, Analyze and apply data	-Implementation of progress monitoring 3x per year to compare with common assessment data, MAP and MAP Diagnostic Fluency data to determine trends in English Proficiency vs. Content Mastery. -Continue implementation of monthly meeting structure with Administrative team, EL teacher and district EL consultant to analyze English Proficiency growth as well as performance on district common assessments to determine actionable steps to improve achievement of students. This team will also conduct intentional learning walks during EL small group pull out sessions as well as push-in sessions during ELA. -Utilize Performance Matters and Caywood's overall assessment results tool in weekly PLC meetings to	-Common formative assessments -District Common Assessments -ACCESS Scores	-EL Progress monitoring 3X per year -Analysis of school level common formative assessments and district common assessments using Performance Matters and Caywood Overall Results Tool.	-$2,456 *Visualizing and Verbalizing* HQIR and training for interventionists

Goal 4:

Caywood Elementary will increase the overall English Learners Progress Indicator score from 57.4 in 2024 to 78.7 in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		analyze EL student scores (name and claim) and make adjustments in real time based on student mastery of standards. -Increase push-in services for EL students utilizing EL teacher and assistants during Core CKLA Amplify literacy instruction to work with small groups on specific content vocabulary and writing skill deficits. -Purchase and begin implementing new HQIR- *Visualizing and Verbalizing* to address language and listening comprehension deficits identified with MAP diagnostic data; purchase training for reading interventionists with this instructional resource			

5: Quality of School Climate and Safety

Goal 5 : Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem from 40% in 2024 to 25% in 2029 as measured by the Quality School Climate Safety survey. Caywood Elementary will increase the percentage of students that believe that all students are treated the same if they break the school rules from 64% in 2024 to 82% in 2029 as measured by the Quality School Climate Safety Survey.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 40% in 2024 to 34% in 2025. Objective 2 Caywood Elementary will increase the percentage of students that believe that all students are treated the same if they break the school rules from 64% in 2024 to 68% in 2025.	KCWP-6-Estbablish Learning Culture and Environment	-Intentional instruction in digital citizenship in the Library/Technology Special Area Class utilizing online protocol training. -Refine Implementation of Tier I Second Steps SEL curriculum across grade levels and monitoring of SEL implementation to ensure a common language among students and staff, in addition to developing an intentional timeline for the school with supporting resources for the curriculum. -Monitor effectiveness of Tier II and Tier III interventions for Social Emotional Learning using data from Performance Matters. Review Health of Intervention at each 8- week MTSS progress checks -Continue professional learning in the shift from punitive to restorative practices at monthly faculty meetings and PLC meetings as well as the intentional use of restorative questions and circles with students by teachers and administrators utilizing restorative language and conversations to improve positive relationships with students.(Framework of	-Quality of School Climate and Safety Survey -Discipline Data using Restorative Conferences	--SEB intervention data for Tier II and Tier III -District Data Dashboard for SEB reviewed monthly at Admin Team meetings -Discipline Referrals reviewed weekly at Admin Team meetings	$2,369-Second Steps Tier I SEL Curriculum $2,000-*Leader in Me* Books purchased for teachers

Goal 5 :

Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem from 40% in 2024 to 25% in 2029 as measured by the Quality School Climate Safety survey. Caywood Elementary will increase the percentage of students that believe that all students are treated the same if they break the school rules from 64% in 2024 to 82% in 2029 as measured by the Quality School Climate Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		doing things WITH others instead of "to" others.) -Implementation of the *Leader in Me* practices by Stephen Covey to focus on increasing student leadership following the 7 Habits of Highly Effective Students. "Comet Leaders of the Month" will be recognized based on their leadership contributions to the classroom and school.			

6: Other (Optional)

Goal 6:
Caywood Elementary will 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 63% in 2024 to 99% in 2028.

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 63% in 2024 to 81.5% in 2026.	KCWP-6-Establish Learning Culture and Environment	-Implementation of book study with Teachers , *The Leader in Me* , *by Stephen Covey*, in order to lower the number of discipline referrals and out of school suspensions, as well as to improv the overall social/emotional learning and culture of the school - Implement district-wide "Transition Ready" rubric for 4th and 5th grade students that aligns with the district 5th grade transition ready goals including GPA, Literacy/Numeracy, attendance and involvement in extra-curricular activities. Create opportunities to celebrate and reward students and grade levels for their progress towards being transition ready. -Continue implementation of Transition Ready individual student conferences 4 times per year with adult advocates in 4th and 5th grades to review progress towards transition ready and make actionable steps to remove barriers. -Continue implementation of school-wide attendance plan to provide incentives for students to earn monthly rewards for highest attendance. FRC coordinator monitors the data and organizes the student incentives	KY IMPACT Survey results 2026.	-Discipline Referral Data -District SEB Data Dashboard -Transition Ready Data: Attendance Rate, GPA, and extra-curricular involvement percentage by grade level - Anecdotal feedback from staff from PLC meetings, faculty meetings and teacher leadership team meetings. -Family Engagement Surveys through the FRC -Attendance at monthly grade level events	$2,000 (Book Study) $1,000 (transition ready incentives-celebrations) $500 Attendance Incentives

Goal 6:
Caywood Elementary will 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 63% in 2024 to 99% in 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		along with regular Monday meetings with Admin and RBTL coordinator to remove barriers for students with chronic attendance concerns. -Implementation of monthly grade level Family Engagement literacy nights led by the FRC Coordinator, Counselor, and grade level team leaders. The goal is to have students present their learning from our Amplify CKLA curriculum topics and to help parents with strategies about how to help support their child's reading at home, as well as mini-lessons on trauma-informed care led by the counselor.			