KDE Comprehensive School

Improvement Plan

James A Caywood Elementary School

Kenton County

Kelly Conner, Principal
3300 Turkeyfoot Rd
Edgewood, KY 41017

TABLE OF CONTENTS

The Missing Piece

Improvement Plan Stakeholder Involvement

KDE Assurances - School

Compliance and Accountability - Elementary Schools

School Safety Diagnostic

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Caywood Elementary is located in Edgewood, Ky and is on the same campus as Turkeyfoot Middle School and the Kenton County Academies of Innovation and Technology. There are 76 employees, both certified and classified who work at Caywood. Caywood services students in preschool - 5th grade and the current enrollment is approximately 700 students in these grades. Caywood has a large population of ELL students (10% of the students are ELL) and is proud of the services that we provide for these students. Caywood is a Schoolwide Title One school with 55% of students on free and reduced lunch. The new Caywood school building opened it's doors in the Fall of 2005 and is well known throughout the state for being an energy efficient school. The school also is proud of the ways that technology is implemented into every day instruction.

School's Purpose

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

Caywood Elementary's mission statement reads, "to help all children achieve in a nurturing, safe, challenging environment, where families, staff, and community work together to ensure mutual respect and success."   Caywood offers many extracurricular activities which are sponsored by the school and/or district including, basketball, bowling, volleyball, running club, STLP, ENERGY team, academic team, future problem solving, chorus, art club, dance, world cultures club, and gardening club. The school is also home to several boyscout and girl troops who help in service learning projects and community events throughout the year

Caywoood provides an RTI block for every grade level. Intervention programs are utilized at this time to help struggling students in the areas of Reading and Math. Research based programs such as Read 180, System 44, SRA- Decoding strategies, Edmark, Reading Intervention, and Read to Achieve, are utilized in the area of Reading. Caywood also recently purchased the computer based reading program Read Naturally which helps students in the area of reading fluency and comprehension. The computer program Lexia is now also available to help support struggling readers specifically ELL students.

In Math, Caywood uses Scholastic's "Do the Math" program in grades 2-5 as an intervention for students struggling in Math. Small groups of students are selected using MAP data and instructed 5 days per week using this program. In addition, programs such as Xtra Math and FASTT Math are utilized in combination with Number Talks to increase Math Fluency and Reasoning.

In the area of positive behavioral support systems, Caywood has the following: a school wide behavior system, school bus incentive program, school wide expectations posted in all common areas and classrooms. The common theme of all of these incentives is high expectations for all students and staff.

Caywood also has a leadership club comprised of 4th and 5th grade students who work together to brainstorm ideas to address student engagement. All students in this group also have assigned jobs that they complete daily within the school.   This group also planned and implemented a program that helps students new to the school become acclimated with the procedures, policies, and expectations at Caywood as well as make the new students feel comfortable in their new school setting. This program is very beneficial due to Caywood's large transient population. Finally, the leadership group is also in charge of coming up with, planning for, and offering an end of the year school wide event such as a Talent Show, dance, etc.

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.

Caywood has several National Board Certified teachers. We are a ENERGY Star school and well known across the state for our energy effecient programs. Every classroom is equipped with a Smartborad to increase interactive learning and engagement. Caywood also has four mobile IPAD carts (100 IPADS) that are used across the school for enrichment and intervention activities.

The recent completion of a courtyard on the premises of Caywood will also allow teachers to be involved in some opportunities for learning in a setting that was built to support some of the Science Standards.

Over the next several years, Caywood's focus will be to improve student achievement in all academic areas by putting more emphasis on data in order to individualize instruction for students. This will be achieved through the following:

* PLC meetings will be held weekly with teachers to provide professional development with the common core standards and share instructional strategies.
* RTI Data Team will meet once a month (or more if needed) to discuss assessment data and make changes to individual student instruction as needed.
* Frequent learning walks will occur by the administration to provide meaningful feedback to teachers on improving instruction.
*All faculty meeting will be focused on instruction and assessment, plus the development of teacher leaders.
*The new curriculum coach at Caywood will be used to assist teachers in a multitude of ways including; modeling, co-teaching, data interpretation, and embedded learning opportunities.

Points of Pride
*Our KPREP scores indicate that Math continues to be a strong area of growth for our students. 71.4% of students made Typical or Annual Growth
*Caywood scored Proficient in the following Program Review Areas: Writing, K-3, and Practical Living.
*Our new Committee structure has created a renewed focus on student achievement allowing for teachers to gain leadership in Program Review work and analyzing best instructional practice.
*We are very proud of our intentional focus on providing programs and events that address early intervention for students. For example, the implementation of our very successful Toyota Born Learning Academy, our collaboration with United Way, Success by Six, and the YMCA to offer a 6 week summer program for incoming kindergarten students as well as our EL GAP students and other identified students in need of RTI interventions.   ;

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 has a very active PTA who supports the mission of the school and works collaboratively with the school and the family resource center to offer activities and incentives. The PTA supports programs at our school through financial support and also with volunteer assistance for programs and incentives that are provided throughout the year. They run large events such as our Back to School Bash, Turkey Bingo and Dance and assist with our end of the school year Field Day. Caywood has a school wide positive behavior intervention program that encourages students to be responsible and respectful. Caywood also has developed great business and community partners including many local restaurants, United Way, Northern Kentucky University, Thomas More College, Success by Six, Joseph Beth Bookstore, and Toyota.   Caywood holds all of it's stakeholders to very high expectations.

Plan for KDE Comprehensive School Improvement Plan December 2014

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan December 2014

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	GAP Goal	Objectives: 4 Strategies: 4 Activities: 4	Organizational	$219422
2	Program review	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$33000
3	K-PREP 3rd Grade Proficiency	Objectives: 2 Strategies: 3 Activities: 3	Organizational	$6500
4	Tell Survey - Community Support and Involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$10000
5	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$12500
6	Proficiency/Achievement	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$100111
7	PPGES	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
8	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: GAP Goal

Measurable Objective 1:

collaborate to increase achievement for ELL students so that the percent of proficient and distinguished in reading increases from 6.3% in 2014 to 40% by 10/01/2015 as measured by school report card delivery targets..

Strategy 1:

Reading- EL Students - Research based programs are used during the RTI block daily.

Category: Integrated Methods for Learning

Activity - Research based reading programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide RTI small group instruction for those in the EL GAP category - especially those showing no growth on MAP, using research based programs such as, Lexia, Read Naturally, Orton-Gillingham, Read 180, System 44 and Reading Intervention.	Academic Support Program	09/22/2014	06/05/2015	$8000	Title I Part A	Title 1 staff, EL staff, regular ed staff and special ed staff.

Measurable Objective 2:

collaborate to increase the achievement for ELL students so that the % of proficient and distinguished increases in math from 18.8% in 2014 to 46.7% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Do The Math - Do The Math will be used daily in small groups with identified EL students.

Category: Integrated Methods for Learning

Activity - Do The Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are identified by their Math MAP scores. They will receive research based instruction using the program "Do the Math". Their data is monitored weekly. The instructional strategy "Number Talks," is also used school wide to try and get children to begin to understand how to do mental math.	Academic Support Program	09/22/2014	06/05/2015	$0	No Funding Required	Title I staff, regular ed teachers and administration

Measurable Objective 3:

collaborate to increase achievement for students with disabilities in the area of reading from 25% in 2014 to 51.1% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Reading Instructional strategies - All students with disabilities in reading will recieve instruction with research based strategies.

Category: Integrated Methods for Learning

Activity - Use of a variety of research based reading programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based reading programs including but not limited to Read Naturally, Lexia, Read 180, System 44, Edmark, Reading Intervention, and Orton Gillingham.	Academic Support Program	09/22/2014	06/05/2015	$211422	Title I Part A, Title I Part A	Special education staff, regular education staff, Title I staff, RTA staff and administration

Measurable Objective 4:

collaborate to increase achievement for students with disabilities so that the percent of proficient and distinguished in Math increases from 19.4% to 52.5% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Research based math programs - Student with disabilities will be provided with research based math programs

Category: Integrated Methods for Learning

Activity - Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities who show deficits in the area of math will be provided with the research based math program, "Do the Math." It will be delivered to them by staff who have been trained in the program. Students have daily exposure to Number Talk Math strategies.	Academic Support Program	09/22/2014	06/05/2015	$0	No Funding Required	Caywood staff and administration

Goal 2: Program review

Measurable Objective 1:

collaborate to increase our school's overall average program review score from a 7.9 in June 2014 to 8.0 by 06/29/2015 as measured by the program review state report..

Strategy 1:

Writing Program Review - To improve in the area of Formative and Summative Assessments under demonstrator 1 indicators A and B from Needs Improvement to Proficient.

Category: Continuous Improvement

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

| A vertically aligned writing committee will meet monthly to review writing samples from each grade level and provide feedback to grade levels on strategies to improve overall writing instruction. | Academic Support Program | 09/10/2014 | 05/13/2015 | $0 | No Funding Required | Writing Cluster Leader, Administration, Curriculum Coach and grade level writing representatives |

Strategy 2:

Arts and Humanities Program Review - To increase our program review results from Arts and Humanities from a 7.6, Needs Improvement, to a 8, Proficient.

Category: Continuous Improvement

Activity - Arts and Humanities Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee meets monthly and has developed a plan to focus on areas of need (according to program review report) specifically under the area of Curriculum and Instruction: Student Access. The committee has already secured the outside organizations The Carnegie and Playhouse in the Park to provide workshops and instruction in the arts.	Academic Support Program	09/10/2014	05/29/2015	$3000	Other	Special area and regular education staff.

Strategy 3:

Practical Living Program Review - To increase scores according to the Program Review by establishing a Coordinated School Health Committee.

Category: Continuous Improvement

Activity - School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school wellness committee has been established to identify and address wellness needs among students and staff.	Other	09/10/2014	05/29/2015	$0	No Funding Required	School nurse, special area staff, and administration

Strategy 4:

World Culture Instruction - Al students in grades 1st -5th will be provided with 9 weeks of instruction on World Cultures and a World Cultures extracurricular program will be offered.

Category: Continuous Improvement

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

| World cultures teacher will provide 9 weeks of instruction about world cultures, specifically languages, traditions, clothing, etc. to grades 1st -5th. Interested students will also have the opportunity to participate in a World Cultures club. | Academic Support Program | 09/08/2014 | 06/12/2015 | $30000 | District Funding | World Cultures Teacher and Administration |

Goal 3: K-PREP 3rd Grade Proficiency

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinquished 3rd grade students in reading from 50.5% in 2014 to 56.2% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

Implementation of research based reading programs - Teachers and instructional assistants will continue to provide research based reading programs to students based on data. Professional development for appropriate implementation of these programs will be provided as needed.

Category: Continuous Improvement

Activity - Research based programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the research programs Lexia and read naturally.	Academic Support Program	09/23/2013	06/05/2015	$0	No Funding Required	Administration and Caywood staff

Strategy 2:

RTI Groups - Small group instruction with research based for all students. Student groups and the research based program and differentiation of the instruction will be based upon individual student MAP scores and other existing data.

Category: Continuous Improvement

Activity - Implementation of research based programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon school MAP data, DIBELS and KPREP results, small groups of students will be identified to participate in research based programs. Funds will be used to purchase more student spots for the program Lexia.	Academic Support Program	09/22/2014	06/05/2015	$3000	Title I Part A	Caywood staff and administration

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinquished 3rd grade students in math from 40% in 2014 to 51.2%% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

Research Based Math Programs - Small group instruction in Research Based Programs

Category: Continuous Improvement

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small groups based on MAP Math test and K-Prep Results. The small groups will receive instruction with research based programs such as "Do the Math", FASTT Math, and Xtra Math. Student progress data will be monitored 2 times a month.	Academic Support Program	09/22/2014	06/05/2015	$3500	Title I Schoolwide	Title I staff, special and regular education teachers, and adminstrators.

Goal 4: Tell Survey - Community Support and Involvement

Measurable Objective 1:

collaborate to increase the percentage of teachers who feel parents/guardians support teachers contributing to their success with students from 60.4% in 2013 to 70% by 05/29/2015 as measured by Tell Survey.

Strategy 1:

Toyota bornlearning - Caywood will provide bornlearning sessions for parents monthly throughout the year.

Category: Early Learning

Activity - Toyota bornlearning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary teachers will provide the sessions of Toyota bornlearning to parents monthly	Community Engagement	09/03/2013	05/05/2015	$10000	FRYSC, Grant Funds, Title I Part A	Administration, teachers and FRC coordinator

Goal 5: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 45% in 2014 to 52% by 10/01/2014 as measured by Brigance Assessment.

Strategy 1:

Kindergarten Jumpstart - To increase parents and child awareness of the overall kindergarten program.

Category: Early Learning

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

| We will provide a one day (prior to school) 3 hour program for all incoming kindergartners to learn the routines of a school day prior to the first day of school. | Academic Support Program | 08/08/2014 | 08/08/2014 | $2500 | Title I Part A | Kindergarten teachers and assistants, Administration, FRC, speech pathologist and some special education staff |

Strategy 2:

Toyota bornlearning - Caywood will continue to offer the program funded by Toyota, United Way and Caywood FRC entitled bornlearning for parents of students,

specifically parents with students of the age newborn-6.

Category: Early Learning

Activity - Toyota bornlearning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Toyota bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/23/2014	04/14/2015	$10000	FRYSC, Grant Funds, Title I Part A	Caywood staff, FRC coordinator, outside agencies/businesses and administration

Goal 6: Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 52.1% in 2014 to 59.8% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Instructional Strategies - *Continued implementation and refinement, across the school (grades k-5th), of Daily 5 and Daily Cafe for consistency in the ELA block.

*Continue the implementation of the computer based programs Lexia and Read Naturally as Tier II and III interventions in reading.

*Implementation of the research based program" Do the Math," as Tier II and Tier III interventions in Math.

*Purchase of and implementation in grades 3rd -5th of the program Shurley English to focus on writing and language mechanics.

Category: Continuous Improvement

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

| Teachers will use best practices when delivering instruction in reading and math.   The continued implementation of Daily 5 and Daily Cafe (with fidelity) throughout the entire school for ELA will provide consistency in teaching ELA standards. The research based program Do the Math will be used as a Tier II or Tier III intervention for those students who need it. | Direct Instruction | 08/14/2014 | 06/05/2015 | $68310 | Title I Part A, Title I Part A | All certified staff, instructional assistants, and Title staff. |

Activity - Teacher training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained during PLC's and after school trainings on effective instructional strategies that can be implemented into their daily teaching. These training will be delivered by administration, teacher leaders, and district consultants. Many of the training will revolve around implementation of fidelity of the Daily 5 and Daily Cafe curriculum, implementation of the Shurley English Program, KAGAN strategies to help with student engagement, and training for new staff in any areas they will be ask to implement. New staff will be provided with subs to visit other Daily 5 and Daily Cafe classrooms as needed.	Professional Learning	08/14/2014	06/05/2015	$4000	Title I Part A	Administrators, District Consultants, and teacher leaders

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI team meetings are held bi-weekly. This team meets to review data and check the fidelity of implementation of programs in reading, writing and math. Feedback is given to teachers on how to continue to increase achievement.	Academic Support Program	08/14/2014	06/05/2015	$0	No Funding Required	Administrative staff, Special education staff, Title I teacher, a

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention programs and technology will be used to increase student achievement. All homeroom teachers were provided with 3 IPADS in order to help with implementation of programs and student engagement	Academic Support Program	08/14/2014	06/05/2015	$27801	Title I Part A	Title I staff, regular education staff and administrators

Goal 7: PPGES

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX% in May 31,2015 to YY% by 05/31/2020 as measured by evaluation results.

Strategy 1:

PGES - Ensure all leadership is knowledgable of TPGES components and expectations.

Category:

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review peer observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/06/2014	05/29/2015	$0	No Funding Required	Administration

Strategy 2:

Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components and expectations.

Category: Professional Learning & Support

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	05/31/2015	$0	No Funding Required	Administrators

Goal 8: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 08/28/2015 as measured by survey results..

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness policy and school level wellness policy.

Category: Continuous Improvement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wellness committee will be charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy. Committee will report directly to the SBDM council monthly.	Policy and Process	09/10/2014	06/26/2015	$0	No Funding Required	Wellness Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Toyota bornlearning	Toyota bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/23/2014	04/14/2015	$3000	Caywood staff, FRC coordinator, outside agencies/businesses and administration
Toyota bornlearning	Primary teachers will provide the sessions of Toyota bornlearning to parents monthly	Community Engagement	09/03/2013	05/05/2015	$2000	Administration, teachers and FRC coordinator
				Total	$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Arts and Humanities Committee	The committee meets monthly and has developed a plan to focus on areas of need (according to program review report) specifically under the area of Curriculum and Instruction: Student Access. The committee has already secured the outside organizations The Carnegie and Playhouse in the Park to provide workshops and instruction in the arts.	Academic Support Program	09/10/2014	05/29/2015	$3000	Special area and regular education staff.
				Total	$3000	

Title I Part A

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

Parent Involvement	We will provide a one day (prior to school) 3 hour program for all incoming kindergartners to learn the routines of a school day prior to the first day of school.	Academic Support Program	08/08/2014	08/08/2014	$2500	Kindergarten teachers and assistants, Administration, FRC, speech pathologist and some special education staff
Direct Instruction	Teachers will use best practices when delivering instruction in reading and math. The continued implementation of Daily 5 and Daily Cafe (with fidelity) throughout the entire school for ELA will provide consistency in teaching ELA standards. The research based program Do the Math will be used as a Tier II or Tier III intervention for those students who need it.	Direct Instruction	08/14/2014	06/05/2015	$20000	All certified staff, instructional assistants, and Title staff.
Research based reading programs	Provide RTI small group instruction for those in the EL GAP category - especially those showing no growth on MAP, using research based programs such as, Lexia, Read Naturally, Orton-Gillingham, Read 180, System 44 and Reading Intervention.	Academic Support Program	09/22/2014	06/05/2015	$8000	Title 1 staff, EL staff, regular ed staff and special ed staff.
Teacher training	Teachers will be trained during PLC's and after school trainings on effective instructional strategies that can be implemented into their daily teaching. These training will be delivered by administration, teacher leaders, and district consultants. Many of the training will revolve around implementation of fidelity of the Daily 5 and Daily Cafe curriculum, implementation of the Shurley English Program, KAGAN strategies to help with student engagement, and training for new staff in any areas they will be ask to implement. New staff will be provided with subs to visit other Daily 5 and Daily Cafe classrooms as needed.	Professional Learning	08/14/2014	06/05/2015	$4000	Administrators, District Consultants, and teacher leaders
Use of a variety of research based reading programs	Research based reading programs including but not limited to Read Naturally, Lexia, Read 180, System 44, Edmark, Reading Intervention, and Orton Gillingham.	Academic Support Program	09/22/2014	06/05/2015	$209422	Special education staff, regular education staff, Title I staff, RTA staff and administration
Toyota bornlearning	Toyota bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/23/2014	04/14/2015	$1000	Caywood staff, FRC coordinator, outside agencies/businesses and administration

Use of a variety of research based reading programs	Research based reading programs including but not limited to Read Naturally, Lexia, Read 180, System 44, Edmark, Reading Intervention, and Orton Gillingham.	Academic Support Program	09/22/2014	06/05/2015	$2000	Special education staff, regular education staff, Title I staff, RTA staff and administration
Direct Instruction	Teachers will use best practices when delivering instruction in reading and math. The continued implementation of Daily 5 and Daily Cafe (with fidelity) throughout the entire school for ELA will provide consistency in teaching ELA standards. The research based program Do the Math will be used as a Tier II or Tier III intervention for those students who need it.	Direct Instruction	08/14/2014	06/05/2015	$48310	All certified staff, instructional assistants, and Title staff.
Toyota bornlearning	Primary teachers will provide the sessions of Toyota bornlearning to parents monthly	Community Engagement	09/03/2013	05/05/2015	$2000	Administration, teachers and FRC coordinator
Implementation of research based programs	Based upon school MAP data, DIBELS and KPREP results, small groups of students will be identified to participate in research based programs. Funds will be used to purchase more student spots for the program Lexia.	Academic Support Program	09/22/2014	06/05/2015	$3000	Caywood staff and administration
Interventions	Intervention programs and technology will be used to increase student achievement. All homeroom teachers were provided with 3 IPADS in order to help with implementation of programs and student engagement	Academic Support Program	08/14/2014	06/05/2015	$27801	Title I staff, regular education staff and administrators
				Total	$328033	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Based Programs	Students will be placed in small groups based on MAP Math test and K-Prep Results. The small groups will receive instruction with research based programs such as "Do the Math", FASTT Math, and Xtra Math. Student progress data will be monitored 2 times a month.	Academic Support Program	09/22/2014	06/05/2015	$3500	Title I staff, special and regular education teachers, and adminstrators.
				Total	$3500	

District Funding

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

World Cultures	World cultures teacher will provide 9 weeks of instruction about world cultures, specifically languages, traditions, clothing, etc. to grades 1st -5th. Interested students will also have the opportunity to participate in a World Cultures club.	Academic Support Program	09/08/2014	06/12/2015	$30000	World Cultures Teacher and Administration
				Total	$30000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Do the Math	Students with disabilities who show deficits in the area of math will be provided with the research based math program, "Do the Math." It will be delivered to them by staff who have been trained in the program. Students have daily exposure to Number Talk Math strategies.	Academic Support Program	09/22/2014	06/05/2015	$0	Caywood staff and administration
Wellness Leadership Development	Wellness committee will be charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy. Committee will report directly to the SBDM council monthly.	Policy and Process	09/10/2014	06/26/2015	$0	Wellness Committee
Monitoring Student Progress	RTI team meetings are held bi-weekly. This team meets to review data and check the fidelity of implementation of programs in reading, writing and math. Feedback is given to teachers on how to continue to increase achievement.	Academic Support Program	08/14/2014	06/05/2015	$0	Administrative staff, Special education staff, Title I teacher, a
School Health Committee	A school wellness committee has been established to identify and address wellness needs among students and staff.	Other	09/10/2014	05/29/2015	$0	School nurse, special area staff, and administration
Writing Committee	A vertically aligned writing committee will meet monthly to review writing samples from each grade level and provide feedback to grade levels on strategies to improve overall writing instruction.	Academic Support Program	09/10/2014	05/13/2015	$0	Writing Cluster Leader, Administration, Curriculum Coach and grade level writing representatives
Do The Math	ELL students are identified by their Math MAP scores. They will receive research based instruction using the program "Do the Math". Their data is monitored weekly. The instructional strategy "Number Talks," is also used school wide to try and get children to begin to understand how to do mental math.	Academic Support Program	09/22/2014	06/05/2015	$0	Title I staff, regular ed teachers and administration

Professional Learning and Support	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	05/31/2015	$0	Administrators
Research based programs	Staff will implement the research programs Lexia and read naturally.	Academic Support Program	09/23/2013	06/05/2015	$0	Administration and Caywood staff
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review peer observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/06/2014	05/29/2015	$0	Administration
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Toyota bornlearning	Toyota bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/23/2014	04/14/2015	$6000	Caywood staff, FRC coordinator, outside agencies/businesses and administration
Toyota bornlearning	Primary teachers will provide the sessions of Toyota bornlearning to parents monthly	Community Engagement	09/03/2013	05/05/2015	$6000	Administration, teachers and FRC coordinator
				Total	$12000	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

As an administrative team we look at the data to determine our strengths and weaknesses and then we ask the following questions to determine the direction we will take to tackle our weaknesses and continue to improve upon our strengths:

1. What can we do to address our weaknesses and make improvements?
2. What strategies or programs are we using that make other areas strengths?
3. What are some research based programs or instructional strategies that we can use to address our areas of weakness?
4. What is our GAP group and what can we do differently with this group of students to improve their test scores?
5. Who are the individual students that need additional interventions or enrichments based upon their test results in each specific subject?
6. What is the best way to use our new curriculum coach to help move our school forward?
7. In looking at the missing piece portion of the CSIP, the following questions will be ask: 1. How can we as a school increase the involvement of community leaders in assisting with parent education on issues that directly relate to student achievement? 2.   How can our SBDM council be of assistance in facilitating ways to get information regarding curriculum and standards to all families?
8. According to the TELL survey, Caywood will continue to look for ways to develop teachers leaders by providing them with leadership opportunities.
9. How can data from PBIS help our KYCID team implement new programs and incentives to decrease student discipline?

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of Strength:

1. 71.4 % of students made typical or annual growth in math. This growth is higher than the state average of 59.8%. 65% of 5th grade students scored proficient or distinguished in math.

2. The writing program review scores improved from 6.2 to an 8 and moved to proficient.

Some of the actions we are implementing:

1. Teachers meet weekly in PLC's to work on implementing Common Core Standards with fidelity.

2. The intentional use of research based programs like Do the Math a helped with improving math scores along with requiring all teachers to use the instructional strategy "Number Talk," to increase students abilities to use mental math.

3. Use of Interactive Math Vocabulary Notebooks.

4. Implementation of Math centers focused on fluency and flexibility with numbers.

5. RTI meeting with interventionist and Special Education staff present are being held bi-weekly to interpret individual student data to determine if programs are working or if different strategies need to be tried.

6. The SAT (Student Assistance Team) process has been fully implemented and students in that process are monitored closely at RTI meetings.

7. A writing committee was formed with vertical representation to analyze and submit work for evidence.

8. Continuous work with district consultants to evaluate to evaluate evidence and improve quality of evidence with lesson plans tied to student work and authentic feedback from teachers.

9. Writing Continuum Review at PLC meetings to look at trends in writing across grade levels.

10. Embedded PD in PLC meetings focused on writing.

11. Use of consistent school wide strategies and tools for constructed response questions.

12. Implementation of school wide monthly writing Principal prompts.

Opportunities for Improvement

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

Our areas of weakness include:

1. 34.7 % of 5th grade students were proficient or distinguished in writing

 Increase frequency of Live Scoring across grade levels with modeling and assistance from Curriculum Coach

 Shurley English- Adopted for grades 3-5 to improve student ability in writing clear sentences and paragraphs

 LDC Implementation in 3rd grade and refinement in grades 4 and 5--continued work with consultants for successful implementation

 Continue Daily 5 implementation -intentional focus on improving rigor of writing tasks during Daily 5

 Common Core Writing Book and training for teachers provided by district consultant

 Monthly Principal Prompts

 Intentional Focus on Writing across content areas

 Increase quality of written feedback given to students from teachers evidenced by Writing Program Review.

 Mid-Year Writing Continuum Review in early February

 On-Demand Writing Scrimmages in 5th grade beginning weekly in January

 Implementation of school-wide writing strategies/tools--CAT, PAM, Skeleton Framework for Constructive Response; 1.4 and 2.6 paragraph structure

2. Percent of students making Typical Annual Growth in Reading fell from71.7% in 20112-13 to 55.6% in 2013-14

 Continue focus on Building Stamina with Daily 5 structure

 Continue implementation of Accelerated Reader to increase student motivation to read

 Continue implementation of Reading Intervention programs including Read Naturally, Reading Intervention (with changes to increase rigor), Lexia, Read 180, System 44, and Orton-Gillingham in kindergarten and first grade.

 Monthly Meetings to analyze Read 180 data with district consultant and curriculum coach to make data driven decisions on student placement and instructional goals.

 Provide Training for all Kindergarten and First Grade teachers and Title Assistants in Orton-Gillingham-Increased focus on early intervention

 Increase Live Scoring in all grades with modeling from Curriculum Coach with intentional focus on practicing short-answer responses and finding evidence in the text.

 Increase student engagement during Core Instruction using Kagan Strategies--(Professional Development in Kagan Strategies provided year long in PLC and Faculty Meetings for all grade levels)

3. Closing the GAP: 6.3% of ELL students scored P/D in Reading

 Implementation of Lexia Intervention program-closely monitoring the data and meeting with ELL staff frequently to review data on individual students-providing increased training to classroom teachers on successful implementation of Lexia

 Continue RTI small group instruction for those in GAP category-especially those showing no growth on MAP using research based

programs- (Lexia, Read Naturally, Orton-Gillingham, Do the Math, Reading Intervention)

PLC meetings for teachers regarding specific strategies for ELL GAP group

Conclusion

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

As a team we will continue to monitor data bi-weekly to make sure that students who are involved in interventions are making progress and if they are not showing growth, we will investigate and try a different interventions. We will continue to have school wide RTI blocks so teachers can have the services of many adults (from our Title program) to help with individual students with areas of concern. Research based programs in both reading and math will continue to be used and teachers will continue to get feedback on their implementation of these programs through feedback given on walks by administration, district consultants, and program consultants such as Scholastic. The research based programs that will be used in reading will include but not be limited to Reading Intervention, - Read 180, Read Naturally, Lexia, System 44, Compass Learning, Decoding Strategies,Orton Gillingham, and Edmark. For Math, we will use the research based programs, Compass and "Do the Math." We also recently purchased and are implementing Shurley English to to focus on language and writing skills, the implementation of this program will be monitored closely this year to ensure that teachers are consistent and implementing with fidelity. Teachers are also using Interactive notebooks more frequently in more subject areas.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Administrative team, (including principal, assistant principal, counselor, school psychologist, FRC coordinator and school secretaries, SBDM members,) PTA parents and curriculum coach.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	Parents are not encouraged to give feedback on school or student performance.	Novice

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

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

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

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

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.67

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Caywood Elementary offers many programs and opportunities that allow parents and the commuity to be actively involved in the school. The Toyota bornlearning academy educates parents on school readiness and provides workshops for families that help them be an advocate for their child. This program also works with outside agencies (such as United Way, Success by Six, Toyota, YMCA) to provide these opportunities. Local businesses also play a part in the success of this program by providing food for the families who attend as well as programs such as karate, dance, etc. for the children.

Caywood FRC also provides many opportunities for parents to be a part of the school community. Programs such as IMOM's, All Pro Dads, Relatives Raising Relatives, encourage parents to come to the school and engage with their children and school staff in a nonthreatening environment. The FRC also has a advisory council that consists of staff, community members and parents who work together to plan programs that will engage parents. School staff and teachers also collaborate twice a year to offer a Curriculum/Literacy night to families. Parents and children can attend workshops to bring home educational materials that support what they are learning in the classroom in addition to receiving multiple educational resources to bring home.

With the support of organizations like United Way, Success by Six, the YMCA, and use of Title funding, Caywood also is able to provide a summer program for EL students, students who did not show significant gains in academics and incoming kindergarten for 8 weeks in June and July.

Report Summary

Scores By Section

Section Score
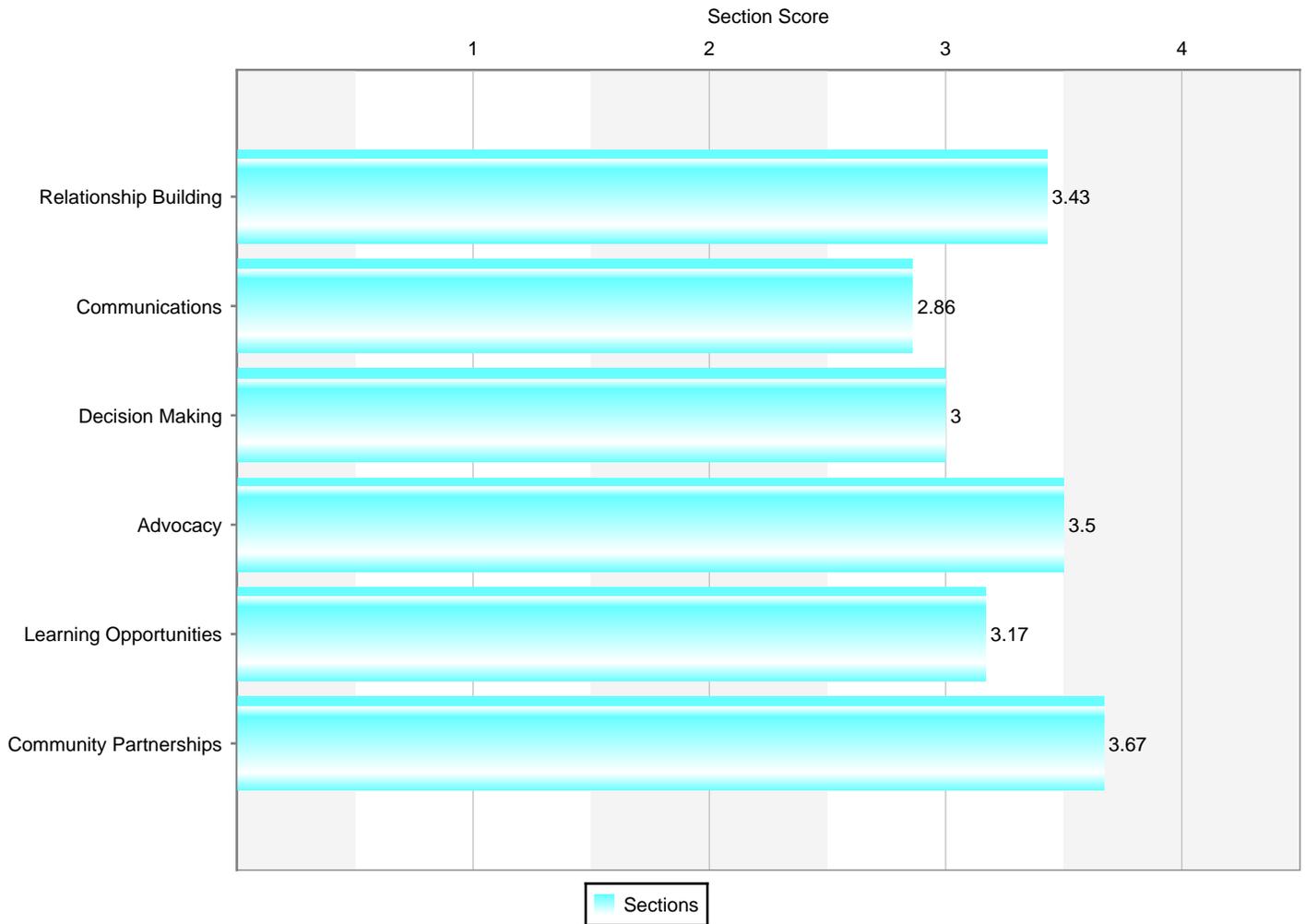
Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Caywood has an active SBDM council that continuously works together to address areas for school improvement focused on school culture, academic needs and the overall school climate. The Caywood PTA provides many opportunities for families to come to the school and participate in social and curriculum based activities. The PTA also supports school motivational programs, such as the Accelerated Reader challenge and other similar programs. With Title I monies, the school is able to host a Literacy and Math night that provides parents with information and resources specific to grade-level standards and educates them on ways to support their children's learning. The school also has two school-wide book fairs each year and invites parents to attend. The FRC helps fund programs, such as Borne Learning, I MOMS, and ALL PRO DADS which brings parents into the school on a monthly basis. Parents also serve on the FRC advisory council.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents and teachers are an active part of the SBDM council and are elected by their peers. Each member of the council is given the opportunity to provide feedback in the process of development of policies that increase student achievement. All certified staff members are required by council policy to participate on a committee. The active committees within the school are focused on instruction and school culture and the improvement in both areas. Parents are invited to be a part of these committees. The FRC advisory council, which is comprised of staff and parents, works to reduce barriers that affect student achievement. The school PTA is comprised of parents and teacher representatives who work together to improve the school culture.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

All SBDM council agendas, minutes, and policies are available on the school website and are posted on the SBDM bulletin board. Council meetings are open and parents are encouraged through the school newsletter and website to run for council each spring. Each year teachers have a choice to sign up for a committee that they can most effectively contribute to the success of school improvement. Committees are represented by a member of each grade level and parents are given the opportunity to also be a part of these communities. Caywood uses their website to disseminate much information. A bi-weekly school-wide newsletter is sent home to parents and a class specific newsletter is sent home on the alternating weeks. The PTA has their own link on the school webpage to their information and a Facebook page. Many teachers also have a classroom webpage. The front bulletin board in the school is designated to displaying vital school information. The calling system, Bright Arrow, is used frequently to update parents on upcoming events, deadlines, and general school information. The digital marquee also displays information about school events.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Caywood is not a Title I targeted asst. school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Tell Survey - Community Support and Involvement

Measurable Objective 1:

collaborate to increase the percentage of teachers who feel parents/guardians support teachers contributing to their success with students from 60.4% in 2013 to 70% by 05/29/2015 as measured by Tell Survey.

Strategy1:

Toyota bornlearning - Caywood will provide bornlearning sessions for parents monthly throughout the year.

Category: Early Learning

Research Cited:

Activity - Toyota bornlearning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will provide the sessions of Toyota bornlearning to parents monthly	Community Engagement			09/03/2013	05/05/2015	$2000 - FRYSC $6000 - Grant Funds $2000 - Title I Part A	Administration, teachers and FRC coordinator

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

Goal 1:

K-PREP 3rd Grade Proficiency

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinquished 3rd grade students in reading from 50.5% in 2014 to 56.2% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Implementation of research based reading programs - Teachers and instructional assistants will continue to provide research based reading programs to students based on data. Professional development for appropriate implementation of these programs will be provided as needed.

Category: Continuous Improvement

Research Cited:

Activity - Research based programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the research programs Lexia and read naturally.	Academic Support Program			09/23/2013	06/05/2015	$0 - No Funding Required	Administration and Caywood staff

Strategy2:

RTI Groups - Small group instruction with research based for all students. Student groups and the research based program and

differentiation of the instruction will be based upon individual student MAP scores and other existing data.

Category: Continuous Improvement

Research Cited:

Activity - Implementation of research based programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon school MAP data, DIBELS and KPREP results, small groups of students will be identified to participate in research based programs. Funds will be used to purchase more student spots for the program Lexia.	Academic Support Program			09/22/2014	06/05/2015	$3000 - Title I Part A	Caywood staff and administration

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 40% in 2014 to 51.2%% by

10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Research Based Math Programs - Small group instruction in Research Based Programs

Category: Continuous Improvement

Research Cited:

Activity - Research Based Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small groups based on MAP Math test and K-Prep Results. The small groups will receive instruction with research based programs such as "Do the Math", FASTT Math, and Xtra Math. Student progress data will be monitored 2 times a month.	Academic Support Program			09/22/2014	06/05/2015	$3500 - Title I Schoolwide	Title I staff, special and regular education teachers, and adminstrators.

Goal 2:

Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 52.1% in 2014 to 59.8% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Instructional Strategies - *Continued implementation and refinement, across the school (grades k-5th), of Daily 5 and Daily Cafe for consistency in the ELA block.

*Continue the implementation of the computer based programs Lexia and Read Naturally as Tier II and III interventions in reading.

*Implementation of the research based program" Do the Math," as Tier II and Tier III interventions in Math.

*Purchase of and implementation in grades 3rd -5th of the program Shurley English to focus on writing and language mechanics.

Category: Continuous Improvement

Research Cited:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and technology will be used to increase student achievement. All homeroom teachers were provided with 3 IPADS in order to help with implementation of programs and student engagement	Academic Support Program			08/14/2014	06/05/2015	$27801 - Title I Part A	Title I staff, regular education staff and administrators

Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained during PLC's and after school trainings on effective instructional strategies that can be implemented into their daily teaching. These training will be delivered by administration, teacher leaders, and district consultants. Many of the training will revolve around implementation of fidelity of the Daily 5 and Daily Cafe curriculum, implementation of the Shurley English Program, KAGAN strategies to help with student engagement, and training for new staff in any areas they will be ask to implement. New staff will be provided with subs to visit other Daily 5 and Daily Cafe classrooms as needed.	Professional Learning			08/14/2014	06/05/2015	$4000 - Title I Part A	Administrators, District Consultants, and teacher leaders

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use best practices when delivering instruction in reading and math. The continued implementation of Daily 5 and Daily Cafe (with fidelity) throughout the entire school for ELA will provide consistency in teaching ELA standards. The research based program Do the Math will be used as a Tier II or Tier III intervention for those students who need it.	Direct Instruction			08/14/2014	06/05/2015	$20000 - Title I Part A $48310 - Title I Part A	All certified staff, instructional assistants, and Title staff.

Activity - Monitoring Student Progress	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI team meetings are held bi-weekly. This team meets to review data and check the fidelity of implementation of programs in reading, writing and math. Feedback is given to teachers on how to continue to increase achievement.	Academic Support Program			08/14/2014	06/05/2015	$0 - No Funding Required	Administrative staff, Special education staff, Title I teacher, a

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 45% in 2014 to 52% by 10/01/2014 as measured by Brigance Assessment.

Strategy1:

Toyota bornlearning - Caywood will continue to offer the program funded by Toyota, United Way and Caywood FRC entitled bornlearning for parents of students, specifically parents with students of the age newborn-6.

Category: Early Learning

Research Cited:

Activity - Toyota bornlearning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Toyota bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement			09/23/2014	04/14/2015	$6000 - Grant Funds $1000 - Title I Part A $3000 - FRYSC	Caywood staff, FRC coordinator, outside agencies/businesses and administration

Strategy2:

Kindergarten Jumpstart - To increase parents and child awareness of the overall kindergarten program.

Category: Early Learning

Research Cited:

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide a one day (prior to school) 3 hour program for all incoming kindergartners to learn the routines of a school day prior to the first day of school.	Academic Support Program			08/08/2014	08/08/2014	$2500 - Title I Part A	Kindergarten teachers and assistants, Administration, FRC, speech pathologist and some special education staff

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 45% in 2014 to 52% by 10/01/2014 as measured by Brigance Assessment.

Strategy1:

Kindergarten Jumpstart - To increase parents and child awareness of the overall kindergarten program.

Category: Early Learning

Research Cited:

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide a one day (prior to school) 3 hour program for all incoming kindergartners to learn the routines of a school day prior to the first day of school.	Academic Support Program			08/08/2014	08/08/2014	$2500 - Title I Part A	Kindergarten teachers and assistants, Administration, FRC, speech pathologist and some special education staff

Strategy2:

Toyota bornlearning - Caywood will continue to offer the program funded by Toyota, United Way and Caywood FRC entitled bornlearning for parents of students, specifically parents with students of the age newborn-6.

Category: Early Learning

Research Cited:

Activity - Toyota bornlearning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Toyota bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement			09/23/2014	04/14/2015	$1000 - Title I Part A $3000 - FRYSC $6000 - Grant Funds	Caywood staff, FRC coordinator, outside agencies/businesses and administration

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

Goal 1:

K-PREP 3rd Grade Proficiency

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 40% in 2014 to 51.2%% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Research Based Math Programs - Small group instruction in Research Based Programs

Category: Continuous Improvement

Research Cited:

Activity - Research Based Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small groups based on MAP Math test and K-Prep Results. The small groups will receive instruction with research based programs such as "Do the Math", FASTT Math, and Xtra Math. Student progress data will be monitored 2 times a month.	Academic Support Program			09/22/2014	06/05/2015	$3500 - Title I Schoolwide	Title I staff, special and regular education teachers, and administrators.

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinquished 3rd grade students in reading from 50.5% in 2014 to 56.2% by

10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

RTI Groups - Small group instruction with research based for all students. Student groups and the research based program and

differentiation of the instruction will be based upon individual student MAP scores and other existing data.

Category: Continuous Improvement

Research Cited:

Activity - Implementation of research based programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon school MAP data, DIBELS and KPREP results, small groups of students will be identified to participate in research based programs. Funds will be used to purchase more student spots for the program Lexia.	Academic Support Program			09/22/2014	06/05/2015	$3000 - Title I Part A	Caywood staff and administration

Strategy2:

Implementation of research based reading programs - Teachers and instructional assistants will continue to provide research based reading

programs to students based on data. Professional development for appropriate implementation of these programs will be provided as

needed.

Category: Continuous Improvement

Research Cited:

Activity - Research based programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the research programs Lexia and read naturally.	Academic Support Program			09/23/2013	06/05/2015	$0 - No Funding Required	Administration and Caywood staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP Goal

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the percent of proficient and distinguished in Math increases from 19.4% to 52.5% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Research based math programs - Student with disabilities will be provided with research based math programs

Category: Integrated Methods for Learning

Research Cited:

Activity - Do the Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities who show deficits in the area of math will be provided with the research based math program, "Do the Math." It will be delivered to them by staff who have been trained in the program. Students have daily exposure to Number Talk Math strategies.	Academic Support Program			09/22/2014	06/05/2015	$0 - No Funding Required	Caywood staff and administration

Measurable Objective 2:

collaborate to increase achievement for students with disabilities in the area of reading from 25% in 2014 to 51.1% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Reading Instructional strategies - All students with disabilities in reading will recieve instruction with research based strategies.

Category: Integrated Methods for Learning

Research Cited:

Activity - Use of a variety of research based reading programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based reading programs including but not limited to Read Naturally, Lexia, Read 180, System 44, Edmark, Reading Intervention, and Orton Gillingham.	Academic Support Program			09/22/2014	06/05/2015	$2000 - Title I Part A $209422 - Title I Part A	Special education staff, regular education staff, Title I staff, RTA staff and administration

Measurable Objective 3:

collaborate to increase the achievement for ELL students so that the % of proficient and distinguished increases in math from 18.8% in 2014 to 46.7% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Do The Math - Do The Math will be used daily in small groups with identified EL students.

Category: Integrated Methods for Learning

Research Cited:

Activity - Do The Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students are identified by their Math MAP scores. They will receive research based instruction using the program "Do the Math". Their data is monitored weekly. The instructional strategy "Number Talks," is also used school wide to try and get children to begin to understand how to do mental math.	Academic Support Program			09/22/2014	06/05/2015	$0 - No Funding Required	Title I staff, regular ed teachers and administration

Measurable Objective 4:

collaborate to increase achievement for ELL students so that the percent of proficient and distinguished in reading increases from 6.3% in 2014 to 40% by 10/01/2015 as measured by school report card delivery targets..

Strategy1:

Reading- EL Students - Research based programs are used during the RTI block daily.

Category: Integrated Methods for Learning

Research Cited:

Activity - Research based reading programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide RTI small group instruction for those in the EL GAP category - especially those showing no growth on MAP, using research based programs such as, Lexia, Read Naturally, Orton-Gillingham, Read 180, System 44 and Reading Intervention.	Academic Support Program			09/22/2014	06/05/2015	$8000 - Title I Part A	Title 1 staff, EL staff, regular ed staff and special ed staff.

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Program review

Measurable Objective 1:

collaborate to increase our school's overall average program review score from a 7.9 in June 2014 to 8.0 by 06/29/2015 as measured by the

program review state report..

Strategy1:

Arts and Humanities Program Review - To increase our program review results from Arts and Humanities from a 7.6, Needs Improvement, to

a 8, Proficient.

Category: Continuous Improvement

Research Cited:

Activity - Arts and Humanities Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The committee meets monthly and has developed a plan to focus on areas of need (according to program review report) specifically under the area of Curriculum and Instruction: Student Access. The committee has already secured the outside organizations The Carnegie and Playhouse in the Park to provide workshops and instruction in the arts.	Academic Support Program			09/10/2014	05/29/2015	$3000 - Other	Special area and regular education staff.

Strategy2:

Writing Program Review - To improve in the area of Formative and Summative Assessments under demonstrator 1 indicators A and B from

Needs Improvement to Proficient.

Category: Continuous Improvement

Research Cited:

Activity - Writing Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A vertically aligned writing committee will meet monthly to review writing samples from each grade level and provide feedback to grade levels on strategies to improve overall writing instruction.	Academic Support Program			09/10/2014	05/13/2015	$0 - No Funding Required	Writing Cluster Leader, Administration, Curriculum Coach and grade level writing representatives

Strategy3:

Practical Living Program Review - To increase scores according to the Program Review by establishing a Coordinated School Health

Committee.

Category: Continuous Improvement

Research Cited:

Activity - School Health Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school wellness committee has been established to identify and address wellness needs among students and staff.	Other			09/10/2014	05/29/2015	$0 - No Funding Required	School nurse, special area staff, and administration

Strategy4:

World Culture Instruction - Al students in grades 1st -5th will be provided with 9 weeks of instruction on World Cultures and a World Cultures extracurricular program will be offered.

Category: Continuous Improvement

Research Cited:

Activity - World Cultures	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
World cultures teacher will provide 9 weeks of instruction about world cultures, specifically languages, traditions, clothing, etc. to grades 1st -5th. Interested students will also have the opportunity to participate in a World Cultures club.	Academic Support Program			09/08/2014	06/12/2015	$30000 - District Funding	World Cultures Teacher and Administration

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	10/2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	10/2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	6/2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8/11/2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	6/2014	

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		