



Comprehensive School Improvement Plan

James A Caywood Elementary School
Kenton County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

As a school with a large minority population, specifically ELL students, we are proud of the fact that we continue to make gains in accountability with these students in the areas of reading and math. While the gains may not meet the annual measurable goals set by the state, they are still significant. For example, our ELL students increased their achievement of the % proficient and distinguished in reading by 14.5%. With this same group in the area of math, we saw an increase in achievement of students scoring proficient or distinguished of 25.6%.

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

Many of our ELL students are at a disadvantage due to the fact their parents speak limited English and are unable to assist them with school assignments at home. This also becomes a barrier when staff need to communicate with ELL students parents.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		Ca 2016-17 School Equity Goals

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

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

OR

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

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

Goal 1:

Tell Survey - 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% in 2015 to 75% by 06/01/2017 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	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	05/05/2017	\$4000 - Title I Part A \$1500 - FRYSC \$3000 - Grant Funds	Administration, teachers and FRC coordinator

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

The principal, assistant principal, and the current SBDM council consisting of 1 administrator, 3 teachers, and 3 parents, along with our FRC coordinator, our counselor and the members of our Parent Teacher Association Board.

Relationship Building

Overall Rating: 3.71

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

	Statement or Question	Response	Rating
2.2	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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

Advocacy

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

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

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

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

Learning Opportunities

Overall Rating: 3.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in 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.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	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
6.5	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
6.6	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

Overall Rating: 3.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	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
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

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

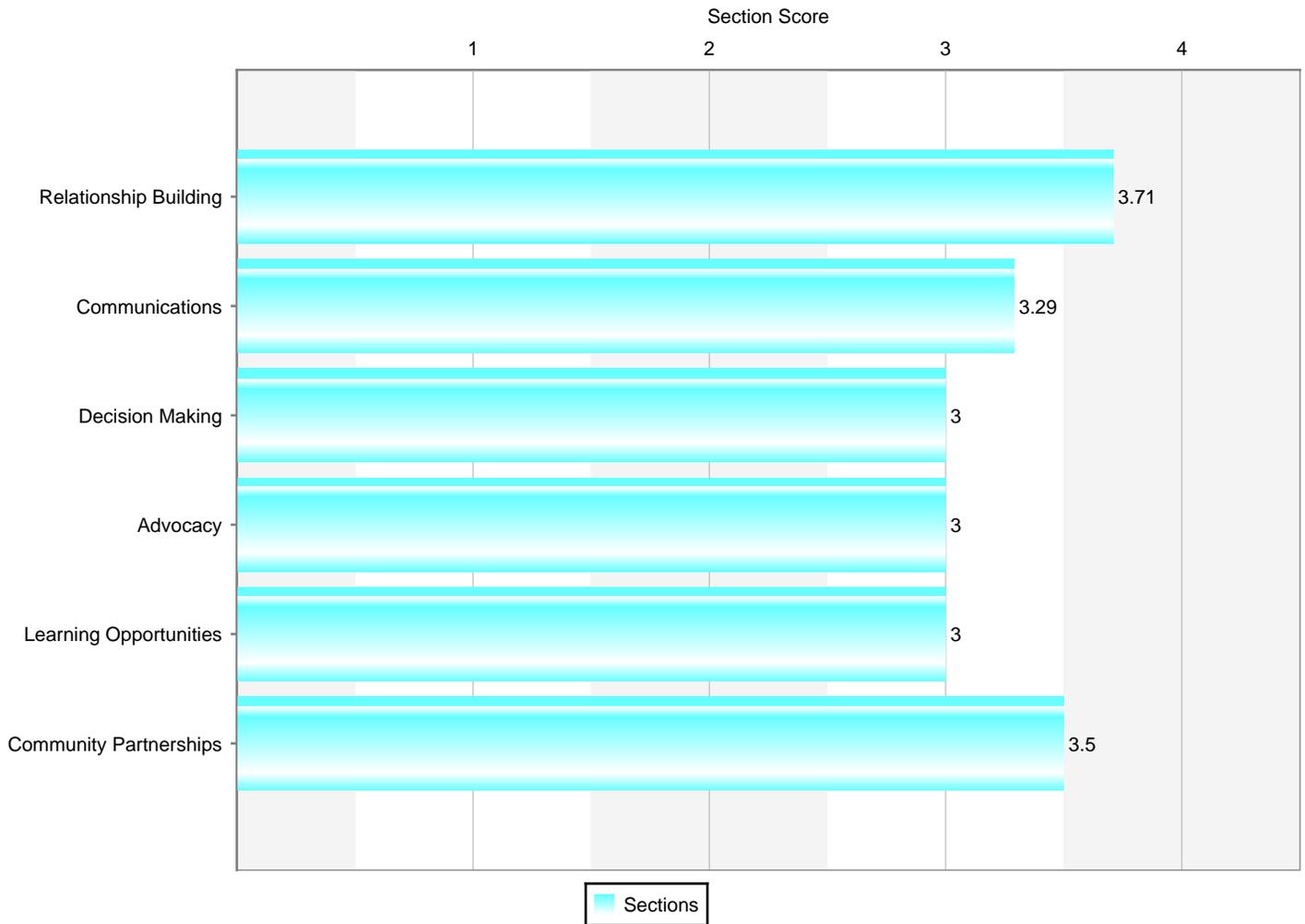
Reflection

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

Our school provides many opportunities for our students and families to be a part of the school and help them to understand the academic standards and programs. We have several business partners that are actively involved in our school and support our programs both monetarily and as volunteers. We have a 21st Century Grant, which provides tutoring and extracurricular opportunities for many of our students. We are in our 4th year as a BORN learning school and have over 30 families involved in this program. We provide both a family literacy and math night for our families each year. Our FRC is actively involved in providing programs and support systems for our families such as All-Pro Dad's and I-Mom's breakfasts each month, Relatives Raising Relatives Program, just to name a few, We also work collaboratively with district ELL personnel to provide programs for our ELL population and also provide interpretation as needed. Each summer, we use Title money to provide a summer school and a Jump Start program for incoming kindergarten students. Our PTA also holds monthly meetings and at each meeting one of the grade levels performs.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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 MyON 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 on parent nights. The FRC helps fund programs, such as Born Learning, IMOMS, and ALL PRO DADS which brings parents into the school on a monthly basis for breakfast and a short program. Parents also serve on the FRC advisory council. Our 21st century grant allows parents opportunities to get their children involved in after school tutoring programs and a variety of extracurricular opportunities. Caywood also works closely with Title staff and ELL staff to provide opportunities in the community for programs that help support instruction, along with a summer school program.

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 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. The YMCA is also active in the school working with school staff to provide before and after school care that support the mission of the school. Our school is the recipient of the a 21st century grant that provides afterschool homework help and extracurricular activities and a variety Title and ELL staff are active participants in all programs that are provided for families throughout the school year.

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 from each grade level and specialty area 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](#)
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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. All classroom teachers have an e-mail distribution list for their families so they can send correspondences. Many teachers also use the program Remind to send texts to parents. Behavior of students can be communicated to parents through the program Class Dojo.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

As we dig into the data each year, we are really looking to see how we compare with other schools in our district and state, especially those with similar demographics to our school. We also look closely at each area tested to help determine if the programs and instructional strategies we are using are working. We look at the growth of students in tested areas as well. We are very focused on looking at the data of each of our GAP groups, specifically ELL and students with disabilities. The data also helps us to determine the specific areas where we have strengths and areas where we need to focus on more intensive RTI structures/interventions. The next two sections will break this down into areas of strengths and opportunities for improvement.

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?

Our 2015-16 data indicates the following strengths:

- *An increase in achievement for ELL students that scored proficient or distinguished in reading of 14.5%.
- *An increase in achievement for ELL students that scored proficient or distinguished in math of 25.6%
- *An increase in achievement for students with disabilities that scored proficient or distinguished in reading of 2.8%.
- *An increase in achievement for students with disabilities that scored proficient or distinguished in math of 16.8%.
- *A decrease in the % novice in 3rd grade reading of 5.2%.

Actions we are implementing to sustain this growth include:

- *Intentional focus on Math vocabulary across grade levels and continued use of interactive content notebooks and use of Number Talk strategies to develop mental math strategies.
- *Implement a voluntary "Power Hour," after school program for those students interested in increasing their ability to solve multi-step math problems, write clear explanations for their answers, and become stronger writers across all content areas.
- *Further implementation and refinement of Literacy Design Collaborative modules, which are standards driven integrated units of instruction.
- *Implementation of school wide intentional engagement strategies (KAGAN) .
- *Increase of PPR walks by administration providing meaningful feedback to teachers to improve overall instruction.
- *Increased the use of daily formative assessments to provide differentiated instruction and specific feedback to students in achieving learning targets.
- *SBDM committees based upon data and program review requirements.
- *Continued work on analyzing individual student data in order to make appropriate placement in RTI groups and provide interventions that best meet the learning needs of individual students.
- *Use of live scoring in all grade levels.
- *Implementation of Phonics Dance in grades K-2 and in Title 1.
- *Use of Lexia program for intervention targeted ELL students in grades K-5.
- *Summer School for at risk ELL students.
- *Interactive notebooks for targeted vocabulary in content areas.
- *System 44 classes for 3rd-5th grade. Read 180 classes for 4th and 5th grade.
- *Schoolwide use of MyON to increase student engagement in reading.
- *Continued use of Number Talks and Mental math strategies in daily instruction across grade levels.
- *Intentional progress monitoring and more frequent formative assessment of skills targeted on Student growth goals.
- *Use of XTra Math computer based program
- *Leveled math groups in grades 2-5.
- *21st Century Homework help
- *Simple Solutions Math Flashbacks daily.
- *Visual models and manipulatives in conjunction with interactive notebooks.
- *Collaboration with district consultants and therapist.
- *Orton Gillingham used for specific students based on data.
- *Pull out and push in small group instruction - Co-Teaching.

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*Collaboration and co-teaching.

Opportunities for Improvement

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

Kindergarten readiness is an area of concern. We saw a decline of 2.3% of students who were ready to start kindergarten from the previous year.

*Add a preschool literacy night.

*Born Learning - 6 workshops.

*Kindergarten Registration- Emphasis on reaching out to high risk communities- provide "Readiness Tool Kits" to parents so they can work with their child at home before entering kindergarten.

*Jump Start program for students entering kindergarten.

*Send Calendar of events with parents registering for kindergarten with readiness activities that can be done throughout the summer.

*Preschool and kindergarten collaborative PLC monthly.

Preschool students visit kindergarten classrooms to participate in centers and be exposed to kindergarten curriculum and procedures.

Conclusion

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

As a school, we must continue to focus on our ELL/Hispanic GAP group and provide instructional practices and interventions that will address their deficits in the area of reading. We will continue with the following:

*The Phonics Dance will be implemented in our primary grades from K-2nd as well as special education and intervention teams. This will help create a common language for teaching phonics across the school.

* The computer based program, Lexia. will be utilized with a more intentional focus on progress monitoring this year and the Title teachers will receive training from the company in order to better utilize the reports that will guide changes in instruction for those with language barriers.

*Teachers in every grade level will focus on content vocabulary every day in all content areas using interactive notebooks.

*Meet regularly with district English Language Learning teachers and director to monitor student progress and data with those students being pulled for ELL small groups and be sure that all PSP's (Program Service Plans) address appropriate accommodations for those students.

*New full time ELL assistant for more consistent pull out of ELL students.

*One PLC per month that is focused on data analysis specific to ELL students.

*Provide an interpreter for Spanish speaking families at our Literacy Night.

*Implementation of the IREADS program for all students in k and 1st and as an intervention in grade 2.

*Translator for events at school.

*Implementation of a System 44 and Lexia group in grade 3.

2016-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2016-17 Plan for Comprehensive School Improvement Plan

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: 2 Strategies: 3 Activities: 3	Organizational	\$226422
2	Tell Survey - Community Support and Involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$8500
3	Program review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	K-PREP 3rd Grade Proficiency/Novice Reduction	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$20900
5	Kindergarten Readiness	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$11500
6	Proficiency/Achievement	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$37100
7	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 22.2% in 2016 to 39.7% by 09/29/2017 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, Implementation of the I-READ program in grades kindergarten and 1st for all students and for students who are struggling with basic phonics skills in grade 2. Continue refinement of implementation of Lexia, Read Naturally, Orton-Gillingham, Read 180, System 44. New implementation of system 44 program in 3rd grade. Designed a new Lexia reading intervention class in 3rd grade targeted for those ELL students who need intense phonics instruction.	Academic Support Program	08/17/2016	06/01/2017	\$8000	Title I Part A	Title 1 staff, District Elementary consultants, administration, EL staff, regular ed staff and special ed staff.

Strategy 2:

Opportunities for Collaboration with ELL families - Provide multiple opportunities for ELL families to be vested stakeholders in the objectives of the school and the academic achievement of their children.

Category: Stakeholder Engagement

Activity - ELL Parental Involment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an interpreter at school wide events including; Literacy Night, born learning, kindergarten registration, etc. Based on data provide a 4 week summer school for ELL students targeting literacy and math content.	Parent Involvement	08/17/2016	06/30/2017	\$7000	Title I Part A	District ELL staff, Title staff, regular education and special education staff, administration and schoolwide ELL staff.

Comprehensive School Improvement Plan

James A Caywood Elementary School

Measurable Objective 2:

collaborate to increase achievement for students with disabilities in the area of reading from 21.6% in 2016 to 49.4% by 09/29/2017 as measured by school report card delivery targets.

Strategy 1:

Reading Instructional strategies - All students with disabilities in reading will receive 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, and Orton Gillingham will continue to be used to support specific needs of students with disabilities based on individual need. New implementation of the program IREADS for students who need intensive instruction in basic phonics skills.	Academic Support Program	08/17/2016	06/01/2017	\$211422	Title I Part A, Title I Part A	Special education staff, regular education staff, Title I staff, and administration

Goal 2: 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% in 2015 to 75% by 06/01/2017 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	05/05/2017	\$8500	Grant Funds, FRYSC, Title I Part A	Administration, teachers and FRC coordinator

Goal 3: Program review

Measurable Objective 1:

collaborate to increase our overall percentage of distinguished indicators in the practical living program review from 17.3% in 2016 to 25% by 05/31/2017 as measured by the program review state report..

Comprehensive School Improvement Plan

James A Caywood Elementary School

Strategy 1:

Practical Living - Work with Wellness committee to incorporate programs and events that will provide opportunities for students to have access to practical living standards.

Category: Continuous Improvement

Activity - Family Fitness Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold an annual family fitness night in conjunction with the PTA in the Spring of each year.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Wellness Committee, Administration, specials staff and PTA

Goal 4: K-PREP 3rd Grade Proficiency/Novice Reduction

Measurable Objective 1:

collaborate to decrease the % of novice in 3rd grade reading from 20.4% in 2016 to 15.0% by 09/29/2017 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.

Examples:

- *Implementation of IREAD program for all students in kindergarten and 1st grade and for "at risk" students in 2nd grade -addressing weaknesses in phonics.
- *Continued implementation of Phonics Dance K-2nd.
- *Continued use of Lexia for ELL students struggling in Reading
- *Flexible grouping of students in grades 2nd and 3rd into reading groups based on DIBELS and MAP data. Using System 44, Lexia and IREAD.
- *Read Naturally as an intervention for targeted students.

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
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Comprehensive School Improvement Plan

James A Caywood Elementary School

Staff will implement the research programs Lexia and Read Naturally. Staff will also be trained in the research based phonics program Phonics Dance.	Academic Support Program	08/17/2016	05/26/2017	\$900	Title I Part A	Administration , regular education, Title, ELL, and special education staff.
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Strategy 2:

Review of Reading Series Programs - Research of ELA core instructional materials.

Category: Continuous Improvement

Activity - ELA Core Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum and instruction committee will research and report research to SBDM regarding the purchase of ELA core instructional materials for all grade levels.	Academic Support Program	09/30/2016	08/16/2017	\$20000	General Fund	Curriculum and Instruction committee (consisting of grade level representative s), administration , and SBDM.

Goal 5: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 42.6% in 2016 to 72.7% by 09/29/2017 as measured by Brigance Assessment.

Strategy 1:

Kindergarten Jumpstart - To increase parent and child awareness of the overall kindergarten program by providing a jump start program prior to the start of the school year.

Category: Early Learning

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

James A Caywood Elementary School

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	08/11/2017	08/11/2017	\$2500	Title I Part A	Kindergarten teachers and assistants, Administration , FRC, speech pathologist and some special education staff
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Strategy 2:

Toyota bornlearning - Caywood will continue to offer the bornlearning program(6 workshops) in collaboration with Caywood FRC. This program is offered to parents of students, specifically parents with students who are age newborn-6.

Category: Early Learning

Activity - Toyota bornlearning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/13/2016	04/25/2017	\$8500	Grant Funds, Title I Part A, FRYSC	Caywood staff, FRC coordinator, outside agencies/busi nesses and administration

Strategy 3:

Kindergarten Registration - Readiness Tool Kits and calendar of events available at registration

Category: Continuous Improvement

Activity - Tool Kits and Calendars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Registration - Emphasis on reaching out to high risk communities by providing "Readiness Tool Kits" to parents so they can work with their child at home before entering kindergarten. Calendars will also be sent home with parents registering for kindergarten with readiness activities that can be done each day until school starts in the fall.	Academic Support Program, Parent Involvement	02/09/2017	08/16/2017	\$500	FRYSC	FRC, kindergarten and preschool staff, administration , and Title staff

Strategy 4:

Kindergarten and Preschool Staff Collaboration - Kindergarten and preschool staff collaborating together for their own learning and the learning of their students.

Category: Early Learning

Comprehensive School Improvement Plan

James A Caywood Elementary School

Activity - Preschool and Kindergarten Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and kindergarten teachers collaborate to meet the needs of students and work together to prepare students for the move from preschool to kindergarten.	Academic Support Program	08/17/2016	05/26/2017	\$0	No Funding Required	Preschool and kindergarten staff and administration

Goal 6: Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 58.4% in 2016 to 63.5% by 09/29/2017 as measured by school report card delivery targets.

Strategy 1:

Instructional Strategies - *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. Continued use of Number Talks to focus on mental math strategies.

*Purchase and use of myON program to help motivate students to read.

*Teachers in grades preschool- 2nd, plus special education, and Title staff trained in the research based program Phonics Dance to teach basic phonics skills.

* All certified staff trained in Kentucky Center for Math (KCM) fluency assessments to help with formative assessments.

Category: Continuous Improvement

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

James A Caywood Elementary School

<p>Teachers will use best practices when delivering instruction in reading and math.</p> <ul style="list-style-type: none"> * Use of the research based program Phonics Dance will be used to help teach phonics in grades preschool- 2nd grade. *The research based program Do the Math will be used as a Tier II or Tier III intervention for those students who need it. *Continue with use of Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments. *Use of MyOn program school wide to increase student engagement and personalized instruction. *Implementation of the IREAD program (a basic phonics and phonemic awareness program) for all students in grades kindergarten and 1st and as an intervention for at risk students in grade 2nd. *Continue use of interactive content notebooks in reading and math at every grade level. *Use of Storyworks and/or scholastic in grades 1st -5th to increase student engagement in reading. *Accountable talk - Use of "Smart Talk" sentences. *Shift from a heavy focus on process writing pieces to on-demand and short answer responses. *Use of Compass math and Xtra math for RTI. *Continue use of Number Talks strategies. 	Direct Instruction	08/17/2016	05/26/2017	\$20000	Title I Part A, General Fund	All certified staff, instructional assistants, special education staff, and Title staff.
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Activity - Teacher training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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 trainings will revolve around the IREAD, Mastery Connect, and other instructional programs currently being used. KAGAN strategies to help with student engagement will also continue to be a focus for training for current and new staff. Teachers trained in Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments.</p>	Professional Learning	08/17/2016	05/26/2017	\$2100	Title I Part A	Administrators, District Consultants, all staff, and teacher leaders

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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. Teachers trained in Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments.</p>	Academic Support Program	08/17/2016	05/26/2017	\$0	No Funding Required	Administrative staff, Special education staff, Title I teacher

Strategy 2:

Continuous Assessment - Daily assessment tools

Category: Continuous Improvement

Comprehensive School Improvement Plan

James A Caywood Elementary School

Activity - Assessment Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and use of Mastery Connect in grades 2nd - 5th, use of interactive notebooks, purchase and implementation of IREAD for grades K-2nd.	Technology, Academic Support Program	08/17/2016	05/26/2017	\$15000	Title I Part A, General Fund	All staff, administration and district consultants.

Strategy 3:

Learning Walks - Content specific learning walks

Category: Teacher PGES

Activity - PPR Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase PPR walks to give more frequent teacher feedback based on quality instruction feedback form.	Academic Support Program	08/17/2016	05/26/2017	\$0	No Funding Required	Administration

Strategy 4:

21st Century Grant - 21st century grant

Category: Continuous Improvement

Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st century program will provide homework help for students who are part of the program.	Academic Support Program, Extra Curricular	09/12/2016	05/04/2017	\$0	No Funding Required	Staff hired by grant, administration

Goal 7: 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 08/31/2017 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

Comprehensive School Improvement Plan

James A Caywood Elementary School

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	08/17/2016	08/25/2017	\$0	No Funding Required	Wellness Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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, and Orton Gillingham will continue to be used to support specific needs of students with disabilities based on individual need. New implementation of the program IREADS for students who need intensive instruction in basic phonics skills.	Academic Support Program	08/17/2016	06/01/2017	\$209422	Special education staff, regular education staff, Title I staff, and administration
Research based programs	Staff will implement the research programs Lexia and Read Naturally. Staff will also be trained in the research based phonics program Phonics Dance.	Academic Support Program	08/17/2016	05/26/2017	\$900	Administration, regular education, Title, ELL, and special education staff.
Assessment Tools	Purchase and use of Mastery Connect in grades 2nd - 5th, use of interactive notebooks, purchase and implementation of IREAD for grades K-2nd.	Technology, Academic Support Program	08/17/2016	05/26/2017	\$5000	All staff, administration and district consultants.
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 trainings will revolve around the IREAD, Mastery Connect, and other instructional programs currently being used. KAGAN strategies to help with student engagement will also continue to be a focus for training for current and new staff. Teachers trained in Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments.	Professional Learning	08/17/2016	05/26/2017	\$2100	Administrators, District Consultants, all staff, and teacher leaders
Toyota bornlearning	Primary teachers will provide the sessions of Toyota bornlearning to parents monthly	Community Engagement	09/03/2013	05/05/2017	\$4000	Administration, teachers and FRC coordinator

Comprehensive School Improvement Plan

James A Caywood Elementary School

Toyota bornlearning	bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/13/2016	04/25/2017	\$4000	Caywood staff, FRC coordinator, outside agencies/businesses and administration
Direct Instruction	<p>Teachers will use best practices when delivering instruction in reading and math.</p> <p>* Use of the research based program Phonics Dance will be used to help teach phonics in grades preschool- 2nd grade.</p> <p>*The research based program Do the Math will be used as a Tier II or Tier III intervention for those students who need it. *Continue with use of Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments.</p> <p>*Use of MyOn program school wide to increase student engagement and personalized instruction.</p> <p>*Implementation of the IREAD program (a basic phonics and phonemic awareness program) for all students in grades kindergarten and 1st and as an intervention for at risk students in grade 2nd.</p> <p>*Continue use of interactive content notebooks in reading and math at every grade level.</p> <p>*Use of Storyworks and/or scholastic in grades 1st -5th to increase student engagement in reading.</p> <p>*Accountable talk - Use of "Smart Talk" sentences.</p> <p>*Shift from a heavy focus on process writing pieces to on-demand and short answer responses.</p> <p>*Use of Compass math and Xtra math for RTI.</p> <p>*Continue use of Number Talks strategies.</p>	Direct Instruction	08/17/2016	05/26/2017	\$10000	All certified staff, instructional assistants, special education staff, and Title staff.
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	08/11/2017	08/11/2017	\$2500	Kindergarten teachers and assistants, Administration, FRC, speech pathologist and some special education staff

Comprehensive School Improvement Plan

James A Caywood Elementary School

ELL Parental Involment	Provide an interpreter at school wide events including; Literacy Night, born learning, kindergarten registration, etc. Based on data provide a 4 week summer school for ELL students targeting literacy and math content.	Parent Involvement	08/17/2016	06/30/2017	\$7000	District ELL staff, Title staff, regular education and special education staff, administration and schoolwide ELL staff.
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, and Orton Gillingham will continue to be used to support specific needs of students with disabilities based on individual need. New implementation of the program IREADS for students who need intensive instruction in basic phonics skills.	Academic Support Program	08/17/2016	06/01/2017	\$2000	Special education staff, regular education staff, Title I staff, and administration
Research based reading programs	Provide RTI small group instruction for those in the EL GAP category - especially those showing no growth on MAP, Implementation of the I-READ program in grades kindergarten and 1st for all students and for students who are struggling with basic phonics skills in grade 2. Continue refinement of implementation of Lexia, Read Naturally, Orton-Gillingham, Read 180, System 44. New implementation of system 44 program in 3rd grade. Designed a new Lexia reading intervention class in 3rd grade targeted for those ELL students who need intense phonics instruction.	Academic Support Program	08/17/2016	06/01/2017	\$8000	Title 1 staff, District Elementary consultants, administration , EL staff, regular ed staff and special ed staff.
Total					\$254922	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/17/2016	08/25/2017	\$0	Wellness Committee
Homework Help	21st century program will provide homework help for students who are part of the program.	Academic Support Program, Extra Curricular	09/12/2016	05/04/2017	\$0	Staff hired by grant, administration

Comprehensive School Improvement Plan

James A Caywood Elementary School

Preschool and Kindergarten Collaboration	Preschool and kindergarten teachers collaborate to meet the needs of students and work together to prepare students for the move from preschool to kindergarten.	Academic Support Program	08/17/2016	05/26/2017	\$0	Preschool and kindergarten staff and administration
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. Teachers trained in Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments.	Academic Support Program	08/17/2016	05/26/2017	\$0	Administrative staff, Special education staff, Title I teacher
PPR Walks	Increase PPR walks to give more frequent teacher feedback based on quality instruction feedback form.	Academic Support Program	08/17/2016	05/26/2017	\$0	Administration
Family Fitness Night	Hold an annual family fitness night in conjunction with the PTA in the Spring of each year.	Academic Support Program	08/17/2016	05/31/2017	\$0	Wellness Committee, Administration, specials staff and PTA
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tool Kits and Calendars	Kindergarten Registration - Emphasis on reaching out to high risk communities by providing "Readiness Tool Kits" to parents so they can work with their child at home before entering kindergarten. Calendars will also be sent home with parents registering for kindergarten with readiness activities that can be done each day until school starts in the fall.	Academic Support Program, Parent Involvement	02/09/2017	08/16/2017	\$500	FRC, kindergarten and preschool staff, administration, and Title staff
Toyota bornlearning	bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/13/2016	04/25/2017	\$1500	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	05/05/2017	\$1500	Administration, teachers and FRC coordinator
Total					\$3500	

Comprehensive School Improvement Plan

James A Caywood Elementary School

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Toyota bornlearning	bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/13/2016	04/25/2017	\$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	05/05/2017	\$3000	Administration, teachers and FRC coordinator
Total					\$6000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Tools	Purchase and use of Mastery Connect in grades 2nd - 5th, use of interactive notebooks, purchase and implementation of IREAD for grades K-2nd.	Technology, Academic Support Program	08/17/2016	05/26/2017	\$10000	All staff, administration and district consultants.
Direct Instruction	Teachers will use best practices when delivering instruction in reading and math. * Use of the research based program Phonics Dance will be used to help teach phonics in grades preschool- 2nd grade. *The research based program Do the Math will be used as a Tier II or Tier III intervention for those students who need it. *Continue with use of Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments. *Use of MyOn program school wide to increase student engagement and personalized instruction. *Implementation of the IREAD program (a basic phonics and phonemic awareness program) for all students in grades kindergarten and 1st and as an intervention for at risk students in grade 2nd. *Continue use of interactive content notebooks in reading and math at every grade level. *Use of Storyworks and/or scholastic in grades 1st -5th to increase student engagement in reading. *Accountable talk - Use of "Smart Talk" sentences. *Shift from a heavy focus on process writing pieces to on-demand and short answer responses. *Use of Compass math and Xtra math for RTI. *Continue use of Number Talks strategies.	Direct Instruction	08/17/2016	05/26/2017	\$10000	All certified staff, instructional assistants, special education staff, and Title staff.

Comprehensive School Improvement Plan

James A Caywood Elementary School

<p>ELA Core Instructional Materials</p>	<p>Curriculum and instruction committee will research and report research to SBDM regarding the purchase of ELA core instructional materials for all grade levels.</p>	<p>Academic Support Program</p>	<p>09/30/2016</p>	<p>08/16/2017</p>	<p>\$20000</p>	<p>Curriculum and Instruction committee (consisting of grade level representative s), administration , and SBDM.</p>
<p style="text-align: right;">Total</p>					<p>\$40000</p>	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

James A Caywood Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

Comprehensive School Improvement Plan

James A Caywood Elementary School

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

Comprehensive School Improvement Plan

James A Caywood Elementary School

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Tell Survey - 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% in 2015 to 75% by 06/01/2017 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	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	05/05/2017	\$4000 - Title I Part A \$1500 - FRYSC \$3000 - Grant Funds	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/Novice Reduction

Measurable Objective 1:

collaborate to decrease the % of novice in 3rd grade reading from 20.4% in 2016 to 15.0% by 09/29/2017 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.

Examples:

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James A Caywood Elementary School

*Implementation of IREAD program for all students in kindergarten and 1st grade and for "at risk" students in 2nd grade -addressing weaknesses in phonics.

*Continued implementation of Phonics Dance K-2nd.

*Continued use of Lexia for ELL students struggling in Reading

*Flexible grouping of students in grades 2nd and 3rd into reading groups based on DIBELS and MAP data. Using System 44, Lexia and IREAD.

*Read Naturally as an intervention for targeted students.

Professional development for appropriate implementation of these programs will be provided as needed.

Category: Continuous Improvement

Research Cited:

Activity - Research based programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the research programs Lexia and Read Naturally. Staff will also be trained in the research based phonics program Phonics Dance.	Academic Support Program	08/17/2016	05/26/2017	\$900 - Title I Part A	Administration, regular education, Title, ELL, and special education staff.

Strategy2:

Review of Reading Series Programs - Research of ELA core instructional materials.

Category: Continuous Improvement

Research Cited:

Activity - ELA Core Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum and instruction committee will research and report research to SBDM regarding the purchase of ELA core instructional materials for all grade levels.	Academic Support Program	09/30/2016	08/16/2017	\$20000 - General Fund	Curriculum and Instruction committee (consisting of grade level representatives), administration, and SBDM.

Goal 2:

Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 58.4% in 2016 to 63.5% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

21st Century Grant - 21st century grant

Category: Continuous Improvement

Research Cited:

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Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st century program will provide homework help for students who are part of the program.	Academic Support Program Extra Curricular	09/12/2016	05/04/2017	\$0 - No Funding Required	Staff hired by grant, administration

Strategy2:

Continuous Assessment - Daily assessment tools

Category: Continuous Improvement

Research Cited:

Activity - Assessment Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of Mastery Connect in grades 2nd - 5th, use of interactive notebooks, purchase and implementation of IREAD for grades K-2nd.	Academic Support Program Technology	08/17/2016	05/26/2017	\$5000 - Title I Part A \$10000 - General Fund	All staff, administration and district consultants.

Strategy3:

Instructional Strategies - *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. Continued use of Number Talks to focus on mental math strategies.

*Purchase and use of myON program to help motivate students to read.

*Teachers in grades preschool- 2nd, plus special education, and Title staff trained in the research based program Phonics Dance to teach basic phonics skills.

* All certified staff trained in Kentucky Center for Math (KCM) fluency assessments to help with formative assessments.

Category: Continuous Improvement

Research Cited:

Activity - Teacher training	Activity Type	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 trainings will revolve around the IREAD, Mastery Connect, and other instructional programs currently being used. KAGAN strategies to help with student engagement will also continue to be a focus for training for current and new staff. Teachers trained in Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments.	Professional Learning	08/17/2016	05/26/2017	\$2100 - Title I Part A	Administrators, District Consultants, all staff, and teacher leaders

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Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will use best practices when delivering instruction in reading and math.</p> <p>* Use of the research based program Phonics Dance will be used to help teach phonics in grades preschool- 2nd grade.</p> <p>*The research based program Do the Math will be used as a Tier II or Tier III intervention for those students who need it. *Continue with use of Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments.</p> <p>*Use of MyOn program school wide to increase student engagement and personalized instruction.</p> <p>*Implementation of the IREAD program (a basic phonics and phonemic awareness program) for all students in grades kindergarten and 1st and as an intervention for at risk students in grade 2nd.</p> <p>*Continue use of interactive content notebooks in reading and math at every grade level.</p> <p>*Use of Storyworks and/or scholastic in grades 1st -5th to increase student engagement in reading.</p> <p>*Accountable talk - Use of "Smart Talk" sentences.</p> <p>*Shift from a heavy focus on process writing pieces to on-demand and short answer responses.</p> <p>*Use of Compass math and Xtra math for RTI.</p> <p>*Continue use of Number Talks strategies.</p>	Direct Instruction	08/17/2016	05/26/2017	\$10000 - Title I Part A \$10000 - General Fund	All certified staff, instructional assistants, special education staff, and Title staff.

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>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. Teachers trained in Kentucky Center for Mathematics Fluency Assessment (KCM) to provide quality formative assessments.</p>	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	Administrative staff, Special education staff, Title I teacher

Strategy4:

Learning Walks - Content specific learning walks

Category: Teacher PGES

Research Cited:

Activity - PPR Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Increase PPR walks to give more frequent teacher feedback based on quality instruction feedback form.</p>	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	Administration

All children-were screened for kindergarten readiness. If yes, name the assessment.

Comprehensive School Improvement Plan

James A Caywood Elementary School

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 42.6% in 2016 to 72.7% by 09/29/2017 as measured by Brigance Assessment.

Strategy1:

Toyota bornlearning - Caywood will continue to offer the bornlearning program(6 workshops) in collaboration with Caywood FRC. This program is offered to parents of students, specifically parents with students who are age newborn-6.

Category: Early Learning

Research Cited:

Activity - Toyota bornlearning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/13/2016	04/25/2017	\$1500 - FRYSC \$3000 - Grant Funds \$4000 - Title I Part A	Caywood staff, FRC coordinator, outside agencies/businesses and administration

Strategy2:

Kindergarten and Preschool Staff Collaboration - Kindergarten and preschool staff collaborating together for their own learning and the learning of their students.

Category: Early Learning

Research Cited:

Activity - Preschool and Kindergarten Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and kindergarten teachers collaborate to meet the needs of students and work together to prepare students for the move from preschool to kindergarten.	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	Preschool and kindergarten staff and administration

Strategy3:

Kindergarten Registration - Readiness Tool Kits and calendar of events available at registration

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

James A Caywood Elementary School

Activity - Tool Kits and Calendars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Registration - Emphasis on reaching out to high risk communities by providing "Readiness Tool Kits" to parents so they can work with their child at home before entering kindergarten. Calendars will also be sent home with parents registering for kindergarten with readiness activities that can be done each day until school starts in the fall.	Academic Support Program Parent Involvement	02/09/2017	08/16/2017	\$500 - FRYSC	FRC, kindergarten and preschool staff, administration, and Title staff

Strategy4:

Kindergarten Jumpstart - To increase parent and child awareness of the overall kindergarten program by providing a jump start program prior to the start of the school year.

Category: Early Learning

Research Cited:

Activity - Parent Involvement	Activity Type	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	08/11/2017	08/11/2017	\$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 42.6% in 2016 to 72.7% by 09/29/2017 as measured by Brigance Assessment.

Strategy1:

Kindergarten Registration - Readiness Tool Kits and calendar of events available at registration

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

James A Caywood Elementary School

Activity - Tool Kits and Calendars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Registration - Emphasis on reaching out to high risk communities by providing "Readiness Tool Kits" to parents so they can work with their child at home before entering kindergarten. Calendars will also be sent home with parents registering for kindergarten with readiness activities that can be done each day until school starts in the fall.	Academic Support Program Parent Involvement	02/09/2017	08/16/2017	\$500 - FRYSC	FRC, kindergarten and preschool staff, administration, and Title staff

Strategy2:

Kindergarten Jumpstart - To increase parent and child awareness of the overall kindergarten program by providing a jump start program prior to the start of the school year.

Category: Early Learning

Research Cited:

Activity - Parent Involvement	Activity Type	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	08/11/2017	08/11/2017	\$2500 - Title I Part A	Kindergarten teachers and assistants, Administration, FRC, speech pathologist and some special education staff

Strategy3:

Toyota bornlearning - Caywood will continue to offer the bornlearning program(6 workshops) in collaboration with Caywood FRC. This program is offered to parents of students, specifically parents with students who are age newborn-6.

Category: Early Learning

Research Cited:

Activity - Toyota bornlearning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
bornlearning sessions will be held monthly to provide strategies to parents that will help them make their children ready for kindergarten.	Parent Involvement	09/13/2016	04/25/2017	\$4000 - Title I Part A \$1500 - FRYSC \$3000 - Grant Funds	Caywood staff, FRC coordinator, outside agencies/businesses and administration

Strategy4:

Kindergarten and Preschool Staff Collaboration - Kindergarten and preschool staff collaborating together for their own learning and the learning of their students.

Category: Early Learning

Research Cited:

Activity - Preschool and Kindergarten Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and kindergarten teachers collaborate to meet the needs of students and work together to prepare students for the move from preschool to kindergarten.	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	Preschool and kindergarten staff and administration

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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/Novice Reduction

Measurable Objective 1:

collaborate to decrease the % of novice in 3rd grade reading from 20.4% in 2016 to 15.0% by 09/29/2017 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Review of Reading Series Programs - Research of ELA core instructional materials.

Category: Continuous Improvement

Research Cited:

Activity - ELA Core Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum and instruction committee will research and report research to SBDM regarding the purchase of ELA core instructional materials for all grade levels.	Academic Support Program	09/30/2016	08/16/2017	\$20000 - General Fund	Curriculum and Instruction committee (consisting of grade level representatives), administration, and SBDM.

Strategy2:

Implementation of research based reading programs - Teachers and instructional assistants will continue to provide research based reading programs to students based on data.

Examples:

*Implementation of IREAD program for all students in kindergarten and 1st grade and for "at risk" students in 2nd grade -addressing weaknesses in phonics.

*Continued implementation of Phonics Dance K-2nd.

*Continued use of Lexia for ELL students struggling in Reading

*Flexible grouping of students in grades 2nd and 3rd into reading groups based on DIBELS and MAP data. Using System 44, Lexia and IREAD.

*Read Naturally as an intervention for targeted students.

Professional development for appropriate implementation of these programs will be provided as needed.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - Research based programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the research programs Lexia and Read Naturally. Staff will also be trained in the research based phonics program Phonics Dance.	Academic Support Program	08/17/2016	05/26/2017	\$900 - Title I Part A	Administration, regular education, Title, ELL, and special education staff.

The school identified specific strategies to address subgroup achievement gaps.

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 22.2% in 2016 to 39.7% by 09/29/2017 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	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, Implementation of the I-READ program in grades kindergarten and 1st for all students and for students who are struggling with basic phonics skills in grade 2. Continue refinement of implementation of Lexia, Read Naturally, Orton-Gillingham, Read 180, System 44. New implementation of system 44 program in 3rd grade. Designed a new Lexia reading intervention class in 3rd grade targeted for those ELL students who need intense phonics instruction.	Academic Support Program	08/17/2016	06/01/2017	\$8000 - Title I Part A	Title 1 staff, District Elementary consultants, administration, EL staff, regular ed staff and special ed staff.

Strategy2:

Opportunities for Collaboration with ELL families - Provide multiple opportunities for ELL families to be vested stakeholders in the objectives of the school and the academic achievement of their children.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

James A Caywood Elementary School

Activity - ELL Parental Involment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an interpreter at school wide events including; Literacy Night, born learning, kindergarten registration, etc. Based on data provide a 4 week summer school for ELL students targeting literacy and math content.	Parent Involvement	08/17/2016	06/30/2017	\$7000 - Title I Part A	District ELL staff, Title staff, regular education and special education staff, administration and schoolwide ELL staff.

Measurable Objective 2:

collaborate to increase achievement for students with disabilities in the area of reading from 21.6% in 2016 to 49.4% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Use of a variety of research based reading programs	Activity Type	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, and Orton Gillingham will continue to be used to support specific needs of students with disabilities based on individual need. New implementation of the program IREADS for students who need intensive instruction in basic phonics skills.	Academic Support Program	08/17/2016	06/01/2017	\$2000 - Title I Part A \$209422 - Title I Part A	Special education staff, regular education staff, Title I staff, and administration

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

Program review

Measurable Objective 1:

collaborate to increase our overall percentage of distinguished indicators in the practical living program review from 17.3% in 2016 to 25% by 05/31/2017 as measured by the program review state report..

Comprehensive School Improvement Plan

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Strategy1:

Practical Living - Work with Wellness committee to incorporate programs and events that will provide opportunities for students to have access to practical living standards.

Category: Continuous Improvement

Research Cited:

Activity - Family Fitness Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold an annual family fitness night in conjunction with the PTA in the Spring of each year.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Wellness Committee, Administration, specials staff and PTA

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, Kentucky 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 640 students in these grades. Caywood has a large population of ELL students (about 11% 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 approximately 60% 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. Each classroom has a smartboard and over the last few years, all classroom teachers have been given 5 IPADS, and at least 4 computers to help with the implementation of technology into daily instruction. This year we purchased over 60 chromebooks and 2 intermediate classrooms will pilot the use of these, creating project based learning classrooms. Two of our teachers are currently in the process of becoming google classroom certified. The school also has a full time technology teacher, who works collaboratively with the media specialist to provide many 21st century learning opportunities for our students. Our Student Technology Team will be participating in the state competition this year for the second straight year. We are proud to have a 21st century grant that serves close to 200 students after school, providing homework assistance and extracurricular opportunities for many of our at risk students. Our FRC provides many programs that engage our families in a variety of programs such as born learning, All Pro Dad's and IMOMS breakfast to name a few.

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, Spanish club, book club, writing club, and STEM club. The school also has been granted a 21st century program that provides numerous opportunities for students, including homework assistance, karate, dance, archery, and arts and crafts to name a few. The school is also home to several boy scout and girl scout troops who help with service learning projects and community events throughout the year.

Caywood 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, IREAD, and Lexia are utilized in the area of Reading. Caywood also purchased the computer based reading program Read Naturally which helps students in the area of reading fluency and comprehension. The computer program, Lexia, is also used 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 with basic Math skills. 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 are utilized in combination with Number Talks to increase Math Fluency and Reasoning. Several teachers have been trained in Kentucky Center of Mathematics Fluency (KCM). "Smart Talk," which focuses on content vocabulary is used in all subject areas to ensure students are exposed to and understand vocabulary.

In the area of positive behavioral support systems, Caywood has the following: a school wide behavior system, school bus incentive program, cafeteria compliment system, 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. The Caywood Comets Expectations are recited daily by all students in the school. Caywood also has a leadership club comprised of 4th and 5th grade students who work together to brainstorm ideas to address student engagement. This group is comprised of students who have been formally identified as gifted in leadership. All students in this group also have assigned jobs that they complete daily within the school. This group also planned and has 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. Caywood's school theme for this school year continues to be "Mission Distinguished," and we recognize distinguished work of students daily through a Distinguished work bulletin board and over the school announcements. All students are encouraged to strive for distinguished work.

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 an ENERGY Star school and well known across the state for our energy efficient programs. Every classroom is equipped with a Smartboard to increase interactive learning and engagement. Each Caywood teacher has at least 5 IPADS in their classrooms as well as at least 4 computers to use for enrichment and intervention activities. There are also additional IPADS that can be checked out for use for projects. Approximately 60 chromebooks were recently purchased to begin piloting project based learning in several intermediate classrooms. The school also has a full time technology teacher who provides quality instruction in the use of technology and covers all technology standards.

The recent completion of a courtyard on the premises of Caywood also allows teachers to be involved in some opportunities for learning in a setting that was built to support some of the Science Standards. This addition to our school will also support our STEM club which is comprised of students with a deep interest in science, technology, engineering, and math.

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 meetings will be focused on instruction and assessment, as well as the development of teacher leaders.
- *The district curriculum coach who works with Caywood will be used to assist teachers in a multitude of ways including; modeling, co-teaching, data interpretation, and embedded learning opportunities.
- *Intentional focus on content vocabulary to target ELL gap group. Continued use of interactive content notebooks and monitoring of lessons plans.
- *Implementation of the phonics dance from preschool to 2nd grade, as well as, all Title interventionist and special education teachers.
- *Research of ELA Core Instructional Resources.
- *Use of the phonics based program IREAD in grade kindergarten and 1st and as an intervention in grade 2.

Points of Pride

- *We saw an increase in ELL students scoring proficient or distinguished of 14.5% in the area reading.
- *We saw an increase in ELL students scoring proficient or distinguished of 25.6% in the area of math.
- *We saw an increase in students with disabilities scoring proficient or distinguished of 2.8% in the area of reading.
- *We saw an increase in students with disabilities scoring proficient or distinguished of 16.8% in the area of Math.
- *Their was a decrease in the % of students in grade 3 scoring novice of 5.2%.
- *Our Committee structure has created a renewed focus on student achievement allowing for teachers to gain leadership in Program Review work, writing instruction 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, (which has been recognized statewide), 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 ELL GAP students and other identified students in need of RTI interventions.

Comprehensive School Improvement Plan

James A Caywood Elementary School

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, Breakfast with Santa and monthly PTA meetings where different grade levels perform throughout the year. They also 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. We have a Caywood Comets expectations creed that is recited daily by the students to start the day.

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, Rudler and Associates, Seven Hills Community Church and Action Ministries,

Caywood holds all of its stakeholders to very high expectations.

The piloting and implementation of the program myOn has been a great success. This program increases students ability to access books both at school and at home. The program also helps to increase motivation of students to read and interact with text due to highly engaging materials available to students on their interest and lexile levels.

Public relations campaign within the school and community: "Mission Distinguished," on all communications. Growth Mindset training from Carol Dweck for all staff took place to increase the belief that ALL students can grow in their achievement despite barriers to learning. Our FRC coordinator is an active member of our administrative team providing many opportunities through programs for parents and staff to interact with each other.