



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09202025_07:41

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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

Please enter your name and date below to certify.
Kim Mott 9-20-25



2025-2026 Phase One: Executive Summary for
Schools_09202025_07:56

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

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

Caywood Elementary is located in Edgewood, Kentucky in the northern part of the state. We are a part of the Kenton County School District and located on the same campus as Turkeyfoot Middle School. Our school currently has about 605 students in grades preschool through 5th grade. We offer a full day preschool program that serves approximately 40 students. There are approximately 75 employees including certified and classified staff. Caywood continues to have a growing English language learner population with approximately 19% of our students, most being of Hispanic origin and an increasing number of newcomers with little to no English. The free and reduced population is approximately 60% which makes us schoolwide Title I eligible. We continue to be very transient with many students coming and going throughout each school year. All Caywood students now receive free breakfast and lunch (CEP) due to our percentage of low-income families. Caywood's facility opened its doors to students in 2005. The building is well known throughout the state for being energy efficient and has earned several energy star awards for energy savings. We have now fully implemented 1:1 technology at all grade levels due to the collaboration with our district to provide funding for chromebooks for each student. The district has also provided a supplemental position for an Instructional Technology Coach to provide on-going professional learning for our teachers in our new Learning Management Systems including Schoology and Performance Matters. This coach also provides job-embedded professional learning for our teachers in real time in the classroom setting. Our PTA has been very active over the past three years and has strived to raise money for the school to purchase technology and other high quality curriculum resources as well as to provide support and assistance to students and teachers. Due to a generous donation from a Caywood family, we were able to purchase new smartboards for every classroom in our building. Our district goal is to have 100 percent of students engaged in at least one extra-curricular activity. Caywood students are strongly encouraged to be involved in extra-curricular activities including Academic Team, STLP, Imaginarium Club (STEAM and 3D Printing), basketball, Strings, Chorus and Girls on the Run. Last year, we added a Caywood News Team (CNN- Comet News Network) where students produce a bi-weekly news program for the entire school to view. For the 2025-2026 school year, we are adding "Caywood Club Days" where students can participate in activities of interest beyond the classroom to increase student engagement.

School Stakeholders

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

Our primary stakeholders include families, teachers/staff and students, as well as our surrounding school community. Our SBDM council meets at least monthly to review assessment data and utilize policies to ensure fiscal responsibility with our budget as well as to ensure the academic achievement of all students. We utilize a Teacher Leadership Team (Mott Squad) that is composed of a teacher representative from each grade level and department. These leaders come together twice monthly, or more frequently as needed to carry out the school's action plan. Discussions around instructional technology, curriculum resources and best practices for instruction, including the shift from balanced literacy to the science of reading are then taken back to each team to implement and ensure fidelity. Feedback is transparent and ongoing from each grade level or department in order to make good decisions that best serve our students. In addition, our PTA Board meets monthly to plan and implement family engagement activities as well as to hold fundraisers to raise money for resources or programs identified as needs for students and families. Our FRC Advisory Council also meets with teachers and community members bi-monthly to discuss needs of families, students and staff and to provide two-way communication from home to school. Surveys are sent out to parents twice yearly to help determine areas of improvement and set goals for increasing family engagement. For the 2024-25 school year, we are forming a Principal Leadership Council (PAC) made up of identified student leaders in grades 3-5 that will meet monthly with the principal beginning in October as part of our school's action plan to increase student input and leadership within the school. For the 2025-26 school year, our school's focus is to increase family engagement around literacy. Our theme is #TogetherWeRead. We have established a Family Engagement Action Team (F.E.A.T) composed of teachers, administration and parents who are working together to provide resources and support to parents in helping each child to read on grade level and be transition ready. We have 96 students on reading improvement plans whose families will be provided research based activities, resources and individual parent conferences to support helping their child at home to increase reading proficiency.

School's Purpose

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

Caywood Elementary's mission statement is as follows: At Caywood Elementary everyone creates a positive culture where we communicate, connect, encourage and thrive! In addition to our mission statement, in the 2024-2025 school year, we adopted the Caywood Comet School House Model which represents our school and district goal of ensuring 100% of students are transition ready at each grade level and that we strive to equip each student to be a competent and compassionate leader. This model includes high quality instruction at all Tiers, the utilization of high quality instructional resources, trauma informed care and restorative practices. We are continuing to utilize the Leader In Me and 7 Habits of Happy Kids by Stephen Covey as the vehicle for our work. After analyzing our work from last year, we determined through behavior data and teacher feedback that we needed to

strengthen our Tier I PBIS system. Our 2025-26 school action plan goal is to reduce the number of behavior referrals and out of school suspensions. This school-wide approach focuses on building a safe and positive environment in which all students can learn. The foundation of PBIS at Caywood Elementary School is our new COMET PATH, which encompasses four school-wide expectations: 1) Be Safe; 2) Be Responsible; 3) Be Respectful; 4) Be Kind. In addition to our school wide expectations, PBIS has four other components:

1. Expectations Matrix which explains behavior expectations in each school setting;
2. Direct Teaching of the expectations;
3. Motivation and Reward Program (Dojo Points) to recognize expected behavior; and
4. Response to Misbehaviors to address inappropriate behaviors.

Caywood Elementary embodies our mission and beliefs in numerous ways. First, we value shared decision-making, which is achieved through our SBDM Council and our "Mott Squad" teacher leadership team of representatives from each grade level and department that meet at least twice monthly to discuss assessment data and instructional practices and action steps. We annually review our CSIP and work together to identify critical needs based on triangulated data as well as strategies for improvement. We name and claim every individual student through our comprehensive PLC and MTSS process in which we review intervention data to determine student needs and next steps for instruction, while continually evaluating our intervention programming through a recursive process. Each student is provided Tier I core instruction in Reading and Math and also receives intervention or enrichment in those areas depending on student needs and triangulated data. We utilize highly qualified intervention teachers in grades K-5 to provide instruction for Tier II and Tier III interventions in the areas of reading and math. Caywood offers numerous programs that bring our families and communities to our school. Due to highly successful attendance last year, each grade level will host a Literacy Night connected to one of our Amplify literacy topics. Students will create and lead presentations on the content knowledge they are learning! We have school-wide CometFest at the beginning of each school year where families can meet their teachers and receive necessary resources for the start of school! This year, we collaboratively developed our new Caywood Comet School/Family Compact and Family Engagement policy that was shared with all families at our CometFest open house! We host a family engagement night in November for parent conferences at the end of the first grading period. Our FRC coordinator also offers the following programs to encourage family engagement: All Pro Dads and IMOM Breakfasts bi-monthly, Relatives Raising Relatives Program; Food for Thought Bags sent home with low-income students each Friday, monthly attendance incentives for grade levels; Veteran's Day Program and Red Ribbon Week. Over the course of last two school years, we have provided after school tutoring to those students identified as needing further intervention based on triangulated data from October to April. In addition to academics we prioritize school wide SEL- (Social Emotional Learning) where we utilize the Second Steps Curriculum for students in grades K-5 and Conscious Discipline for our preschool

students to support a school-wide culture of GRIT, empathy and kindness for others. Continuing this year, we will recognize a Caywood Student Leader of the Month from each classroom who best embodies the 7 Habits of Highly Effective kids. We will focus on one habit per month providing instruction to all students on each habit and recognize those students who most effectively lead in their classrooms. Beginning in 2025-26, we are also recognizing and rewarding weekly the classroom with the highest number of points towards following the Comet Path (new PBIS system) and the student with the highest number of points achieved for following the comet path and the schoolwide expectations.

Notable Achievements

Describe the school's notable achievements in the last three years.

Caywood Elementary has outstanding systems and structures in place to ensure that every student reaches their maximum potential. We continue to be forward facing, ensuring equity of high quality instruction in every classroom, every day. Our teachers have made significant instructional growth with the shift from balanced literacy to the science of reading in the last three school years and have embraced the implementation of our new HQIR in literacy. Heading into our third year of implementation, we are seeing growth in our KSA literacy scores. In the 2022-23 school year, the number of proficient and distinguished students in the area of reading was fifty-five (55%); we declined by three (3%) in the 2023-24 school year, but increased to fifty-six (56%) proficient and distinguished according to preliminary KSA data in 2024-25. Our MAP growth (predicted proficiency) for reading has also shown steady increases over the last three years growing from fifty-two (52.86%) in 2022-23 to sixty-two (62.5%) in the Spring of 2024-2025. Another notable achievement in the area of reading is that fifty-one percent (51%) of our students who receive free and reduced lunch scored proficient and distinguished according to preliminary KSA data in the spring of 2025. This is only (5%) away from ALL students in the area of reading. In addition, our combined writing scores have shown a nine percent (9%) growth from the 2023-2024 school year according to KSA preliminary data, fifty-nine (59%) of students scored proficient and distinguished in the area of writing as compared to fifty (50%) in 2023-2024. In the area of social studies, KSA preliminary data indicates seven (7%) growth from the 2023-2024 school year with fifty five (55%) of students scoring proficient and distinguished in the spring of 2025 compared to forty-eight (48%) in the Spring of 2024. Another notable achievement is that we are closing the gap for our students with disabilities. Caywood was designated TSI (federal classification) in 2021-2022. Since that time, we have shown significant growth with our students with disabilities in the areas of reading and math. We have grown from fourteen percent (14%) proficient and distinguished in 2021-22 in the area of reading to thirty percent (30%) proficient and distinguished in 2024-2025 according to preliminary KSA data. In the area of math, we have grown from three (3%) proficient and distinguished in 2021-2022 to thirty (30%) proficient and distinguished in 2024-2025 according to preliminary KSA data. Another point of pride for our school is with our continued growth of our English Language Learners. According to ACCESS scores from 2022-2023, seventy-seven (77%) of ELL students made growth and fourteen percent (14%) exited. According to 2024-2025 ACCESS data eighty-one percent (81%) of ELL students made growth

and twenty percent (20%) were able to exit. Other notable achievements include that we continue to be an Energy Star School and are well known across the state for our efficient buildings and programs. In collaboration with the district, we have implemented 1:1 technology for every student in grades K-5 and we utilize an instructional technology coach that provides job-embedded professional learning for teachers to enhance instruction utilizing Schoology and our Performance Matters Learning Management Systems in addition to HQIR digital platforms. With the growth in access to technology and professional learning for teachers, we are able to make real-time decisions for instruction using formative data that is utilized to make instructional adjustments for students. We restructured our special area programming over the last several years so that we have a STEAM teacher who is utilizing the Project Lead the Way curriculum to provide high quality education in Science, Technology, Engineering, Art and Math. We have been designated a high-performing STEAM- Project Lead the Way school over the last two school years. Our Media Specialist is google certified and provides instruction to students in a variety of digital tools, maker space, as well as on-line digital safety and citizenship.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Our focus areas for improvement over the next three years are to increase proficiency in Reading and Math for ALL students and to increase the overall social and emotional climate of our school along with increased family engagement that includes regular two-way communication with families and intentional work around literacy. #TogetherWeRead- is our school's hashtag and motto for the 2025-26 school year. Over the next three years, our school will continue its intentional focus on increasing foundational literacy skills and ensuring that ALL students are reading on grade level at each transition point. As we embark on our third year of implementation with our HQIR, Amplify CKLA, Caywood teachers will continue to receive ongoing professional development in the shift from balanced literacy to the Science of Reading as well as continued work with professional learning for needs based groupings and Tier II and Tier III reading resources and strategies to ensure high quality instruction in all Tiers and monitor health of interventions. We will continue to develop our lesson internalization process and follow the intellectual preparation cycle. Our school has developed a literacy team of administration, grade level literacy leaders and interventionists who meet monthly to analyze data and make instructional changes in real time for students.

While continuing our intentional focus on literacy, we are utilizing the same strategy for math. Our district recently adopted an HQIR for math (Amplify Desmos) and we have begun our first year of implementation and professional learning around this new resource. Caywood's math scores over the past 3 years have shown stagnant growth. According to 2022-23 KSA Math data from 2022-23, fifty percent (50%) of students scored proficient and distinguished. The percentage of proficient and distinguished students grew by four percent (4%) the following year on KSA in 2023-24; but then took another significant drop in 2024-25 according to preliminary KSA data. Only forty-seven percent (47%) of Caywood students scored proficient and distinguished in Math on this most recent state assessment. We are also striving to improve our school's overall social and learning climate, as our 2021-22

Impact Survey results indicated that only 50% of teachers perceive the culture as favorable. We showed positive growth in this area as reported in the 2023-24 Impact Survey results which indicated a 13 percent increase in overall school climate to 63%. After receiving input from staff based on the 2023-24 Impact survey results, we decided to focus on increasing emotional well-being and belonging of staff as well as managing student behaviors. We are utilizing the Leader in Me, restorative practices, trauma informed care, and teacher self-care to achieve this goal, which is reflected in our attached school action plan. This year, we added in a new PBIS system called **Follow the Comet Path** in order to reduce behavioral referrals and decrease out of school suspensions. The purpose of this plan is to tighten and strengthen Tier I SEB structures and systems. We are focused on our district goal of 100% transition ready and are communicating those criteria and goals by grade level to parents in alignment with 5th grade transition-ready criteria. We are committed to having a growth mindset with a forward facing view towards meeting our transition ready goals. We value and prioritize teacher time, and intentionally provide differentiated learning opportunities to support individual and collective growth of teachers. Finally, we have developed a Family Engagement Action Team (F.E.A.T) to increase two-way communication between the school and families with intentional focus on the implementation and work around reading improvement plans for students not reading on grade level.

Additional Information

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

Caywood is committed to reducing barriers to learning for all students. Each week, our Administrative team including, principal, assistant principal, FRC Coordinator, guidance counselor, KTP Social Worker and District RBTL coordinator meet to review attendance data and provide resources to families, as well as to conduct home visits in order to get to the root of the problem. Our Counselor and KTP social worker lead Tier II and Tier III intervention groups for students that focus on behavior and mental health utilizing research-based programs that target specific skill deficits. We also work with agencies outside of the school to provide school-based therapy for students who demonstrate need beyond what the school is able to provide in terms of mental health and supporting families outside of the school setting. In addition, this year, we are continuing our partnership with the Ignite Institute to provide additional support for students in our K-5 classrooms by pairing an Ignite student whose pathway is Education with a classroom teacher. The Ignite students work twice weekly with Caywood teachers and students to help provide small group and individual instruction for students and are gaining experience in their field of study. This year, we received additional funding through the RDIF grant which has allowed us to purchase research based intervention programs such as Visualize and Verbalize to address language and reading comprehension deficits, and UFLI for basic reading, as well as providing ongoing professional learning and coaching for teachers to learn and implement these programs with fidelity. The grant has also allowed us to purchase additional professional learning and coaching around our HQIR- Amplify CKLA to better utilize the intervention toolkit and improve needs based instruction for students in reading. Finally, we are committed to our district

goal of ensuring that each child is engaged in at least one extra-curricular activity. Our mission each day is to provide a world class education for ALL students by equipping our teachers with high quality instructional resources and high quality professional learning, and to ensure that all families and stakeholders are engaged and actively participating in the education of each child who attends Caywood.

Generated on 12/07/2025

James A Caywood Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for
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2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
 - a timeline of the process
 - the specific data reviewed and analyzed
 - how and where the meetings were documented.
- Kentucky Summative Assessment Data (KSA) from Spring 2025 was first reviewed by our Administrative and teacher leader team on Sept 5, 2025 to identify overall areas of strength and areas of growth. Next, data was shared at the Sept 10th faculty meeting with all instructional staff to celebrate areas of growth and to align areas of need with our school's action plan. Grade Level PLC's were held following the results of our Fall MAP data administration and MAP Fluency Diagnostic testing. In grades 3-5, data was triangulated and intentional analysis was placed on those students who were within 5 points of moving to the next level on KSA to ensure appropriate needs based instruction was being provided to those "bubble" students during Tier I instruction.

Finally, KSA data was used in conjunction with other data sets to determine students who needed to be recommended for Tier II intervention based on KCSD academic entry criteria.

- Our school's data analysis is a recursive process that involves systematic PLC's built into our school's culture. Teachers meet weekly in grade level PLC's to review common formative assessment and district common assessment data in all content areas. This data is entered into Performance Matters which allows us to filter data sets, to see individual student data and to analyze standards mastery by student, class, grade level, school and district. This system also allows us to filter by GAP group to identify trends in each of these areas and to make instructional adjustments. This data is tracked on grade level data dashboards and reviewed weekly and instructional adjustments are made in real time to meet the needs of students. Grade Level Teacher Leaders facilitate the PLC discussions around data each week. Proficiency data, as well as IEP progress data as it relates to students with disabilities is reviewed monthly at our Special Education Data Dig using the Performance Matters data system as well. The teacher leadership team at the school level meets bi-weekly on Friday mornings to discuss various data sets and provides teacher input on instruction, curriculum resources, social emotional learning, discipline data or other data that impacts student achievement, safety and culture. This team is responsible for communicating back to their grade level team the instructional adjustments and decisions. Recommendations from this group may be given to our SBDM Council. Our current council is composed of one chairperson, Kim Mott, and four teachers: Linda Craig, Lauren Olson, Brenda Whitaker, Maria Rojas and two parents; Justin Beale and Jen Schutte. Our SBDM Council meets monthly and multiple data sets related to student achievement are shared at these regular meetings to stakeholders. This Data includes KSA, MAP Growth and MAP Fluency Diagnostic Data, District Common Assessment Data in context as well as Brigance Kindergarten Readiness and Access scores. In addition, our Admin Team (MTSS- Multi-Tiered System of Support) meets every Monday to review current attendance, behavior referrals, social emotional needs of students and both academic and behavioral student support requests from teachers. The MTSS team is composed of Principal, Assistant Principal, Counselor, FRC, and district RBTL and KTP social workers, as well as interventionists. The MTSS team also meets every 8-10 weeks with teachers and interventionists to review Tier II and Tier III intervention data in the areas of reading, math, behavior, mental health, and written expression. Progress data is analyzed by this team and then recommendations are discussed with teachers at PLC meetings to determine next steps and identify students who are making insufficient progress. At the end of the progress check, the MTSS team reviews the program data from each area of concern to determine program effectiveness and health of interventions. Letters are sent to parents when Tier II or Tier III interventions are started or discontinued based on progress data. Parent stakeholders receive individualized reports on their child's progress data as it relates to academics through KSA, MAP Growth, MAP Fluency diagnostics mid-terms, report cards and specific progress monitoring reports regarding intervention data. At the district level, we review multiple data sets in context with other schools at both our monthly Leadership meetings as well as

monthly Curriculum, Assessment and Instruction meetings. Data from these larger meetings is then shared with the school level Administrative team and communicated to teachers at Faculty Meetings, PLC's as well as our Weekly Memo. KSA data from Spring 2025 is shared at grade level PLC meetings, Teacher Leader Meetings and the November Faculty Meeting. This is evidenced in our PLC and Faculty Meeting agendas. This year, we have implemented a school Family Engagement Action Team led by a teacher and our FRC coordinator that meets monthly to plan family engagement activities based on survey data collected from parents. Data analysis is simply a part of the regular daily school and district culture.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

- **Goals and Objectives from last year's plan include:**

- Reading and Math Achievement Goals
 - Increase the number of proficient/distinguished students in the area of Reading from 52% in 2024 to 76% in 2029.
 - Objective: Increase the number of proficient and distinguished students in the area of reading from 52% in 2024 to 56% in 2025.
 - Increase the number of proficient/distinguished students in the area of Math from 54% in 2025 to 77% in 2029.
 - Objective: Increase the number of proficient and distinguished students in the area of math from 54% in 2024 to 58.6% in 2025.
- Science, Social Studies and Writing Goals
 - Increase the number of proficient/distinguished students in the area of Science from 48% in 2024 to 74% in 2029.
 - Objective: Increase the number of proficient and distinguished students in the area of Science from 48% in 2024 to 53.2% in 2025.
 - Increase the number of proficient/distinguished students in the area of Social Studies from 48% in 2024 to 74% in 2029.
 - Objective: Increase the number of proficient and distinguished students in the area of Social Studies from 48% in 2024 to 53.2% in 2025.
 - Increase the number of proficient/distinguished students in the area of Combined Writing from 50% in 2024 to 75% in 2029.
 - Objective: Increase the number of proficient and distinguished students in the area of Combined Writing from 50% in 2024 to 55% in 2025.

- Achievement Gap Goal- Targeted increases for students with disabilities in reading, math and social studies
 - Increase the percentage of students with disabilities scoring proficient or distinguished in the area of reading from 25% in 2024 to 29% in 2025.
 - Increase the percentage of students with disabilities scoring proficient or distinguished in the area of math from 23% in 2024 to 28% in 2025.
 - Increase the percentage of students with disabilities scoring proficient or distinguished in the area of social studies from 12% in 2024 to 17% in 2025.
- English Learner Progress
 - Increase the overall English Learners Progress Indicator score from 57.4 in 2024 to 78.7 in 2029
 - Objective 1: Increase the overall English Learners Progress Indicator score from 57.4 in 2024 to 61.7 in 2025.
- Quality of School Climate and Safety
 - Decrease the percentage of students believing that students being mean or hurtful to other students online is a problem from 40% in 2024 to 25% in 2029. Increase the percentage of students that believe that all students are treated the same if they break the school rules from 64% in 2024 to 82% in 2029.
 - Objective: Decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 40% in 2024 to 34% in 2025.
 - Objective: Decrease the percentage of students that believe that all students are treated the same if they break the school rules from 64% in 2024 to 68% in 2025.
- Social and Emotional Learning Climate
 - Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey data from 62% in 2024 to 99% in 2028.
 - Objective 1: Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data results from 63% in 2024 to 81.5% in 2026.
- **Successes:**
 - Increased reading proficiency from 52% in 2024 to 56% in 2025 meeting our yearly objective
 - Increased social studies proficiency from 48% to 55% exceeding our yearly objective.
 - Increased combined writing proficiency from 50% to 59% exceeding our yearly objective.
 - Increased reading proficiency for students with disabilities from 25% in 2024 to 29% in 2025 meeting our yearly objective

- Increased math proficiency for students with disabilities from 23% in 2024 to 29% in 2025 exceeding our yearly objective.
- Increased our overall English Learners Progress Indicator score from 57.4 in 2024 to 63.1 in 2025 exceeding our yearly objective.
- Increased the percentage of students that believe that all students are treated the same if they break the school rules from 64% in 2024 to 65% in 2025. (did not meet yearly objective, but showed positive growth)
- Decreased their percentage of students believing that students being mean or hurtful to their students online is a problem at our school from 40% in 2024 to 36% in 2025. (missed yearly objective by 1%, but showed positive growth)
- Our priority areas of need from last year's Comprehensive School Improvement plan were focused on increasing proficiency for ALL students in the area of Reading as well as students with disabilities in the area of reading. Our school improvement plan also focused on increasing proficiency in the separate academic areas of social studies and writing. In the area of Reading, ALL students increased by 4% to 56% proficient and distinguished while our students with disabilities increased from 25% proficient and distinguished to 29% proficient and distinguished for an overall 4% increase. In the separate academic area of social studies, we celebrated an increase of 7% with 55% of students scoring proficient and distinguished. In the separate academic indicator area of writing, we also celebrated an increase of 9% with 59% of our students scoring proficient and distinguished. Key strategies that contributed to our success in the area of reading were the utilization of lesson internalization tools and professional learning days to support structures for teachers to collaboratively plan and prepare instruction intentionally with our HQIR in reading; Conducting Amplify CKLA Fidelity walks with district consultants to provide meaningful feedback to teachers to ensure equity in all classrooms for Tier I instruction in reading (Fall and Spring Fidelity walks); and the triangulation of MAP Growth, MAP reading fluency Diagnostic data, common assessment data as well as intervention data at each MTSS progress check to determine next steps for students in Tier I, Tier II and Tier III to ensure all students are reading on grade level at each transition point, with a focus on needs based instruction in Tier I. Key strategies for improving proficiency with our students with disabilities in reading were we implemented monthly data digs around IEP progress monitoring data, as well as proficiency data. In our weekly PLC meetings with both general and special ed teachers, we focused on reducing novice scores of students with disabilities and discussing next steps for instruction each week targeting these students. In addition, targeted learning walks were conducted in resource and collaborative classrooms by administration and district consultants to provide intentional feedback on instruction in the both settings. We also focused our work around providing explicit instruction in P-12 reading strategies (Pre, During and Post reading) within the new Amplify CKLA and TCM social studies high quality instructional resources. We also provided Intentional professional learning for special education teachers in the use of the Intervention Tools provided in CKLA Amplify HQIR. Key strategies for improving proficiency in social studies and writing were utilizing newly adopted high quality

instructional resource (HQIR) from Teacher Created Materials in Social Studies (Grades K-5) in order to ensure alignment of rigorous tasks to standards and to provide high quality resources for teachers to use when planning collaboratively with their teams; analysis of common assessment data in Performance Matters (LMS) to determine standards deficits and provide immediate re-teaching of standards in addition to spiral review; conducted intentional learning walks in science and social studies blocks to ensure utilization of high quality instructional resources and implementation of the quality cycle of instruction. While continuing our intentional focus on literacy, we will utilize the same systems and structures for math. Our district recently adopted an HQIR for math (Amplify Desmos) and we have begun our first year of implementation and professional learning around this new resource.

Caywood's math scores over the past 3 years have shown stagnant growth. According to 2022-23 KSA Math data from 2022-23, fifty percent (50%) of students scored proficient and distinguished. The percentage of proficient and distinguished students grew by four percent (4%) the following year on KSA in 2023-24, but then took another significant drop in 2024-25 according to preliminary KSA data. Only forty-seven percent (47%) of Caywood students scored proficient and distinguished in Math on this most recent state assessment. Our focus this year will be to replicate the roll out of our Literacy HQIR in the same way for Math by utilizing unit and lesson internalization, ongoing professional learning for teachers and utilizing math fidelity walks and regular learning walk feedback for teachers of math to ensure fidelity of the math HQIR as well as embedding the quality cycle of instruction. The implementation of monthly learning walks providing feedback on the Quality Cycle of Instruction to each teacher every month and then analyzing the trend data at each month's faculty meeting helped to improve core instruction in all content areas. In addition, our recursive weekly PLC meetings to review and analyze formative and common assessment data using Performance Matters allowed us to adjust instruction to meet individual student needs and make changes in real time to impact achievement. According to Impact Survey Results, the percent of teachers that perceive the overall social and emotional learning climate of the school as favorable increased from 50% to 63% in 2023. This is a 13% increase from the 2021-22 survey. The strategy that contributed most to this increase was the district initiative around literacy and book study of the Knowledge Gap, by Natalie Wexler. This helped to lead the vision and keep our "why" in focus around the shift from balanced literacy to the science of reading. We continued the work of refining our MTSS process with 8-10 week progress checks for Tier II and Tier III students in all academic and SEB areas. The monitoring of student intervention data and the effectiveness of intervention programs for specific skill deficits contributed to growth in proficiency levels in Reading. It will be imperative to maintain the recursive structures and systems that we have in place and continue to refine those in this year's Comprehensive Improvement Plan.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Analysis of school wide data trends from the past two academic years indicates a continued need for improvement in Reading and Math, as well as the overall social and emotional well-being of staff and managing student behaviors.

Reading-

Overall reading proficiency is showing gradual growth. From 2023-2025 our reading proficiency KSA data increased from 55% in 2023, declining to 52% in 2024, and increasing again in 2025 to 56%. This increase reflects the school and district commitment to provide ongoing professional learning for our teachers in the shift to the Science of Reading, as well as intentional work with the implementation of our HQIR, Amplify CKLA. Teachers are continuing to develop the unit and lesson internalization process and follow the intellectual preparation cycle. This strong collaboration around our HQIR is strengthening our teacher's capacity with instructional practices aligned with the Science of Reading. Reading continues to be a significant area of focus for the 2025-26 school year as we are implementing reading improvement plans for 97 students across grade levels.

Math-

Our overall math proficiency has shown a decline. From 2023- 2025, our math KSA data increased from 50% in 2023 to 54% in 2024, but then declined by 7% to 47% proficient and distinguished in 2025. Our district has recently adopted a new High Quality Instructional Resource for math (Amplify Desmos) and has begun the process of implementation this school year providing ongoing professional development for teachers and unit and lesson internalization opportunities.

School Climate and Behavior-

We are also striving to improve our overall social and emotional learning climate and management of student behaviors. Our 2021-22 Impact survey results indicated that only 50% of teachers perceive the culture as favorable. While we showed positive growth in this area with a 13% increase from the 2023-24 Impact Survey Results, indicating that 63% of teachers perceive the culture as favorable, only 60% of teachers believe that managing student behavior is favorable with 0% growth from the previous impact survey. The number of discipline referrals in 2023-24 was 263 and in 2024-25 was 228 and so far this school year, we have had 107. The number of classroom disruptions due to increasing behaviors continues to be a significant area of growth for our school. Additional data from the Quality School Climate and Safety Survey indicates that 68% of students at Caywood believe

that all students are treated the same if they break the rules. This percentage has increased slightly from 64% in 2024 and 64% in 2023.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.
 - According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, our overall indicator scores earned a green high status rating in every area with Science, Social Studies and Combined Writing rating showing the biggest increase from 65.5 in 2023-2024 to 82 in 2024-2025.
 - According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 56% of students scored proficient/ distinguished in reading, which is below the district average of 59%. This score is slightly below local formative assessment data of 58.56% and below Spring MAP Growth projected proficiency of 62.5%
 - Our most recent MAP Diagnostic Data for Fall 2025 indicates that 73% of our first grade students are now exceeding expectations in the area of phonemic awareness. Fifty-four percent (54%) of our 2nd grade students have already made it to the Oral Reading Fluency section and have mastered foundational skills. Eighty-six percent (86%) of third graders are in Oral Reading Fluency, the 14% that are still in foundational skills are receiving an appropriate intervention for the identified skill set. Of the 4th graders who took the Oral Reading Fluency, 86% met expectations for sentence reading fluency, but only

46% met or exceeded expectations for their oral reading rate and of the 5th graders showed similar data with 82% meeting expectations for sentence reading fluency and only 24% meeting expectations for their oral reading rate. Fluency continues to be an area of focus.

- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 47% of students scored proficient/ distinguished in math, which is below the district average of 57%. This score is widely different than local formative assessment data of 73.14% and slightly above Spring MAP Growth projected proficiency of 45.87%
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 59% of students scored proficient/ distinguished in combined writing, which is above the district average of 48%.
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 55% of students scored proficient/ distinguished in social studies, which is above the district average of 48%.
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 47% of students scored proficient/ distinguished in science, which is below the district average of 49%.
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 30% of students with disabilities scored proficient/distinguished in reading, which is above the district average of 22%. This score is above the projected proficiency indicated by the SWD in grades 3-5 on the 2025 Spring MAP Growth(19.88%). This score is aligned with local formative assessment data which was 31%.
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 30% of students with disabilities scored proficient/distinguished in math, which is well above the district average of 18%. This score is above the projected proficiency indicated by the SWD in grades 3-5 on the 2025 Spring MAP Growth(17.59%). This score was below local formative assessment data which was 39.76%.
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 51% of students receiving free/reduced lunch scored proficient/ distinguished in reading. This is above the district average and aligns with the increase in scores for all students.
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 44% of students receiving free/reduced lunch scored proficient/ distinguished in math.. This is above the district average and aligns with the increase in scores for all students.
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, our overall indicator score for English Language Learners grew from 57.4 in 2023-2024 to 63.1 in 2024-2025. This indicator score grew from medium to high performing status.
- According to the ACCESS test given in the Spring of 2025, 20% of our English learner student population reached attainment. 81% of our ELL students showed growth.

- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025,30% of our English Language Learners scored proficient/distinguished in reading. This is above the district average of 26%.
- According to KSA(Kentucky Summative Assessment) scores in the spring of 2025, 27% of our English Language Learners scored proficient/distinguished in math. This is slightly below the district average of 29%.
- According to the 24-25 district level CBAS Transition Ready data, 56.67% of 4th grade students were transition ready.
- According to the 24-25 district level CBAS Transition Ready data, 56.34% of 5th grade students were transition ready
- All students K-5 have access to a high quality instructional resource (HQIR) in both reading and math.
- Students meeting criteria for preschool have access to full day preschool. The school serves 2 preschool classrooms with 40 students.
- All students entering kindergarten have access to full day kindergarten. The school serves 4 kindergarten classroom with 24 students in each class.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.
 - Caywood's retention rate of high quality teaching staff, excluding those who have accepted promotions or who have retired increased from 91.67% in 2023-2024 to 96.23% in 2024-2025.
 - The 23-24 Impact Kentucky working conditions survey results indicated that sixty-three percent (63%) of respondents perceive the overall social and learning climate of the school as favorable which was a 13% increase from the previous survey, but remains 8% below the state average of Kentucky elementary schools. Impact survey results also indicated that 60% of respondents feel that managing student behavior is effective. There was no growth in this area compared to the 2021-22 Impact Kentucky survey. In

addition, in that same section the response to the question "How often does student misconduct disrupt the learning environment at your school?", only 23% of teachers responded favorably.

- Behavior data indicates that there were 228 office discipline referrals in the 2024-25 school year with 24 out of school suspensions. So far this year, we have had 100 office discipline referrals.
- According to infinite campus, our chronic absenteeism rate for 2024-25 was 10.77%. The attendance rate for 2024-2025 was 95.10% Our attendance rate for 2025-26 is currently 96.44%.
- Family engagement has been thriving this year with our #TogetherWeRead theme for families. Participation has grown over multiple events. We had a 97% attendance rate for our Readifest and Title I Back to school event in August. In September, we had 103 guardians who participated in the IMOM breakfast and 74 that participated in All Pro Dad's breakfast. We have grade level literacy nights scheduled that are focused on students sharing their knowledge from the study of their literacy units with our Amplify HQIR. In October, we had 47 families who attended our 5th grade literacy night about Aztecs.
- Quality School Climate and Safety results from KSA in the Spring of 2024 indicate that 98% of students feel that the adults from their school care about their physical safety. Ninety-Eight percent (98%) of students feel that when they want to give up, teachers say they should keep trying. Ninety-five percent (95%) of students believe that if students are mean or hurtful to others, there is a safe way to report to an adult. The same survey indicates that forty (40%) of students believe that students being mean or hurtful to others online is a problem. In addition, sixty-four (64%) of students believe that all students are treated the same if they break the school rules. **Data has not yet been released from the 2025 survey.**

Strengths

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

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.
 - Our KAS (Kentucky Summative Assessment) scores in the Spring of 2025 indicate a 4% growth in reading, a 7% growth in social studies and a 9% growth in combined writing. We attribute those successes to improved background knowledge on topics related to social studies through the implementation of knowledge building curriculum in ELA, implementation of reading and writing instruction in the context of rich topics and intentional cross-curricular planning across content areas.

- The implementation of our RDIF grant has helped to provide high quality professional learning around our Amplify CKLA intervention toolkit to help support needs based instruction in reading. 100% of our reading teachers received training over the summer and follow up job-embedded training for three days this fall to support the use of these resources. In addition, the grant provided professional learning for 15 teachers in the program, "Visualize and Verbalize" to support students in Tier II and Tier III interventions with language and reading comprehension skill deficits identified as areas of need with our MAP Fluency diagnostic assessments given in the 2024-2025 school year.
- We are closing the gap with our students with disabilities with 30% scoring proficient/distinguished on Spring of 2025 KSA in Math, which is 12% above the district average. Math proficiency with students with disabilities grew 19% since the spring of 2023. In the area of reading, our students with disabilities also scored 30% proficient/distinguished, which is 8% above the district average. Our gap group of students with disabilities has shown continued growth in both reading and math over the past 3 years. The systems and structures that we developed when we were designated TSI in 2022 have worked effectively to close the achievement gap for this group.
- 100% of teachers participated in professional learning this summer in implementing the P-12 Reading/Thinking strategies. This will help comprehension across all content areas.
- According to KSA (Kentucky Summative Assessment) 59% of students scored proficient/distinguished in writing in the Spring 2025, this was an increase of 9% from Spring of 2024. In order to continue to see sustained growth in our short answers, extended responses and on-demand writing, we are implementing strategies from the Writing Revolution through professional learning, both job-embedded and after school sessions focused on embedding explicit writing instruction with CKLA.
- With our focus on family engagement and ensuring that each student is transition ready, we have established a Family Engagement Action Team (F.E.A.T) composed of teachers, administration and parents who are working together to provide resources and support to ensure each child is reading on grade level at each transition point. We have 96 students on reading improvement plans whose families will be provided research based activities, resources and individual parent conferences to support helping their child at home to increase reading proficiency.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to

improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.
 - We will continue our district partnership with the middle school to provide mentoring for our 5th grade students who are not yet transition ready meeting 6 times per year with their mentor to identify strategies and ways they can achieve their transition ready goals.
 - We will continue our partnership with Ignite High School students who are on an education pathway to provide support for students during small group settings to work on reading goals in grades K-5 twice per week from October through March.
 - We will continue to ensure active participation with the Kentucky Reading Academies, with a focus on LETRS and the Kentucky Early Literacy Learning Network to continue strengthening our literacy instruction.
 - We will continue to build on our work with family engagement by working towards a Family Friendly Certified School. This work will increase collaboration and two-way communication with families to support school initiatives as well as reading improvement plan meetings for students in grades K-5.
 - We will hold quarterly meetings with our Family Engagement Action Team (F.E.A.T) to coordinate family engagement events; book studies, literacy nights, Parent EdCamp and Mental Health nights that support the needs of our families indicted by our Title I survey results. These meetings are beneficial to our families because it gives them voice in determining the specific needs of Caywood families and what programs will be most beneficial for our school community.
 - We will continue to collaborate with our PTA and Family Resource Center to provide incentives for student achievement and behavior, helping to support and maximize student learning potential.
 - We will expand our newly formed partnership iwth Thomas More Universisty Baseball Team and Northern Kentucky University Baseball team to provide positive mentoring for our students.
 - We will continue to coordinate efforts with our community partners, such as 7-Hills Church, Action Ministries, Cultivate Behavioral and the Women's Crisis Center to assist families in need of food, clothing, housing and mental health support.

Evaluate the Teaching and Learning Environment

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

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

1. Admin conducts a minimum of one learning walk for ALL teachers during September, October, January and February. Targeted walks are conducted throughout the year as needed based on data around the Kenton County Quality Cycle of Instruction.
2. Fidelity Walks are being implemented this year to ensure continued fidelity of implementation of literacy HQIR- Amplify CKLA to support the shift from balanced literacy to the Science of Reading. (Fall and Spring Walks)
3. Fidelity Walks are also being implemented for Math to support our shift to a new HQIR in math- Amplify Desmos and to ensure the cycle of quality instruction is embedded within the resource. (Fall and Spring Walks)
4. Teachers participate in monthly faculty meetings where learning walk feedback and assessment trend data is analyzed. Differentiated professional development on the quality cycle of instruction is provided.
5. Multi-tiered system of support (MTSS) system is in place. Learning walks take place in Tier II and Tier III intervention classrooms and during classroom RTI blocks to ensure quality of instruction and fidelity of implementation of

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

1. Administration and teachers follow the KCSD Balanced Assessment System- Informing instruction for Student Success beginning with Assessments FOR learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). Protocol is outlined for expectations for assessments before, during and after assessments are given.
2. MAP is our Universal Screener used twice yearly for all K-5 students in the areas of reading and math.
3. MAP Fluency is our diagnostic assessment given three times per year in order to measure foundational skills with an emphasis on oral fluency.
4. Classroom formative assessments and District Common Assessments for all content areas are implemented with fidelity and recorded in Performance Matters data platform.
5. Administration and teachers are continuously engaged in meaningful discussions around student data during weekly PLC's and MTSS progress check meetings to analyze data and make informed instructional adjustments in real time.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

1. Weekly Grade Level PLC's to analyze formative and summative assessment data, determine adjustments to instruction, identify standards that need to be retaught across the grade levels and determine individual student remediation

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

1. Implementation of new PBIS system- "Follow the Comet Path" reinforcing for main
2. SEL curriculum implementation using high quality instructional resource. (Second Steps)- Fidelity of implementation being monitored by counselor.
3. Implementation of the Leader in Me- 7 Habits of Highly Effective Students (Stephen Covey) in order to promote student leadership and a positive learning culture.
4. All students have an adult advocate.
5. Transition Ready Mentoring and Conferences for grades 3 through 5.
6. Implementation of Restorative Practices and Trauma Informed Care
7. Community Engagement and Partnerships with families and organizations.
8. Extra-curricular activities to promote all students being engaged, well-rounded students and transition ready.
9. Implementation of Club Days to increase student engagement.
10. Implementation of Family Engagement Action Team to facilitate communication among stakeholders to prioritize needs of families.
11. Reading Improvement Plan conferences to ensure communication around student literacy growth to parents and provide strategies and resources to help their child at home.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10192025_16:07

2025-2026 Phase Two: School Assurances

James A Caywood Elementary School

Kimberly Mott

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

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2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_11142025_12:14

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

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

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

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- a. Upload your completed template in the attachment area directly below.

ATTACHMENTS

Attachment Name



Caywood CSIP Goal Builder

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Caywood CSIP Goal Builder	Goal Builder	• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

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

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 29% in 2025 to 34% in 2026.

Objective 2: Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Math from 29% in 2025 to 34% in 2026.

Strategy:

KCWP: 2 Design and Deliver Instruction

KCWP: 3 Design and Deliver Assessment Literacy

KCWP-4 Review, Analyze and apply data

Activities:

- Professional Learning for implementation of Amplify CKLA intervention toolkit both through summer professional learning and job-embedded modeling and support from Amplify consultant to support specially designed instruction aligned with grade level standards.
- Professional Learning with new research-based intervention program, Visualize and Verbalize, for all special education teachers to address language comprehension skill deficits during the resource setting.
- Explicit instruction in P-12 reading/thinking strategies (Pre-During and Post reading) within all content areas both resource and collaborative settings.
- Teacher release days 3x per year for grade level teams for unit and lesson internalization for both reading and math to plan and collaborate around HQIR's.
- Intentional instructional walks in special education resource and collaborative settings to monitor co-teaching implementation as well as implementation of SDI, SAS and the quality cycle of instruction by school administrative team and district consultants.

- Regular review by administrators of Special Education Data including IEP's and alignment to schedules; evaluating effectiveness of programs used in the resource setting, as well as close monitoring of proficiency data using Performance Matters.
- Job embedded professional learning during weekly special education PLC meetings to name and claim students with specific skill deficit areas towards mastery of grade level standards.

Progress Monitoring:

- Weekly review of Common and formative Assessment scores of individual students with disabilities in Reading and Math.
- Every 6 weeks- monitoring of individual student progress towards IEP goals using Caywood Special Education Data Dashboard tool as well as monitoring of proficiency scores on district common assessments for student with disabilities. Data in context is also reviewed every 6 weeks to compare with district data.
- Learning Walk Feedback Trend Data in Collaborative and Resource Settings utilizing Caywood Learning Walk Data Tool to determine reinforcement or recommendations for each element of the quality cycle of instruction.
- Lesson plan review of both collaborative and resource settings utilizing district unit and lesson internalization tools.

Funding:

- **RDIF Grant-** \$40,000 for professional learning and purchasing of reading intervention programs and instructional materials to be used in the resource setting to provide explicit instruction for students with reading deficits.
- **Title I Funds-** \$24,500 for teacher release days for all grade level and special education teachers 3 time per year

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

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

Objective(s):

- **Objective 1:** Increase the number of proficient and distinguished students in the area of reading from 56% in 2025 to 61% in 2026.
- **Objective 2:** Increase the number of proficient and distinguished students in the area of math from 47% in 2025 to 54.5% in 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

Activities:

- Launch and early implementation of Amplify Desmos Math HQIR to support the shift from direct instruction to structured problem solving
- School level numeracy leaders will provide ongoing support and professional learning around Amplify Desmos Math to support Tier I instruction with newly implemented Math HQIR to address school wide numeracy deficits.
- Continue third year of implementation of Amplify CKLA HQIR as well as additional professional learning for all reading teachers in the CKLA intervention toolkit as well as intentional professional learning to implement the P-12 Reading/Thinking strategies.
- Utilize unit and lesson internalization tools and teacher release days to support structures for teachers to collaboratively plan and prepare instruction with math and reading HQIR's.
- District and school level Fidelity Walks for all teachers to provide specific feedback on the Quality cycle of instruction followed by monthly analysis of school-wide walk feedback at PLC's and teacher leader

meetings to provide differentiated professional learning on the elements of the cycle and implementation of HQIR in both reading and math.

- Triangulate MAP Growth, MAP Reading Fluency Diagnostic data and common assessment data at each MTSS progress check to determine next steps for students in Tier I, Tier II and Tier III to ensure all students are reading on grade level at each transition point, with a focus on needs- based instruction in Tier I.
- Utilization of Performance Matters and new grade level data dashboards to track student progress on classroom formative and district common assessments as well as intervention data to focus our discussion of student data at weekly PLC's in order to name and claim students and create actionable steps for adjusting instruction.
- Conduct Reading Improvement Plan Conferences for all students not reaching grade level benchmarks in reading in grades K-5 and provide phonics tool kits and strategies for parents to help their child at home.
- Development of Family Engagement Action Team (F.E.A.T) where parents and school staff will develop and implement engagement strategies and activities such as grade level literacy nights connected to knowledge topics from the literacy HQIR.
- Development and Implementation of new SBDM student grading policy to ensure consistent and equitable reporting of student progress across grade levels.

Progress Monitoring:

- Utilize data from new both Fidelity Walks and monthly learning Walks to monitor elements of the Quality Cycle of Instruction to determine reinforcement or recommendation for each element. Data is reviewed at monthly Faculty Meetings to determine school-wide trends and to provide differentiated professional learning for teachers based on data from the learning walk tool.
- Monitoring lesson plans to ensure fidelity of the HQIR CKLA and that plans outline each element of the Quality Cycle of Instruction using newly developed school dashboard for lesson plans as well as lesson internalization documents
- Utilization of Performance Matters in weekly PLC's, as well as grade level data dashboards to track student progress on classroom formative assessments and district common assessments in order to name and claim students and create actionable steps for adjusting instruction
- MAP Fluency Diagnostic- 3X per year
- IXL Progress data weekly
- MAP Growth Data 2x per year
- Amplify Desmos Math beginning, middle and end of year benchmark assessments

Funding:

- **Title I Funding-** \$24,500 for teacher release days 3x per year or order to conduct unit and lesson internalization planning in reading and math for all grade level teachers in Preschool through fifth grades
- **ESS & Title I Funding -** \$15,000 for after school tutoring for students with reading improvement plans from November through March.

- **Title I** \$17,000 for new Math HQIR -Amplify Desmos
- **Title I Family Engagement Funding**-\$640 for phonics toolkits for parents of students on reading improvement plans
- **Title I Funding**- \$2,674-supplemental positions for primary and intermediate school level numeracy leaders to support teachers with new HQIR in math.
- **RDIF**-\$40,000 reading grant to provide instructional resources and programs as well as professional learning for teachers

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

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

Objective(s):

Objective 1: To increase the percentage of students scoring proficient/distinguished in Science from 47% in 2025 to 54% in 2026 as measured by the school report card.

Objective 2: To increase the percentage of students scoring proficient/distinguished in Social Studies from 55% in 2025 to 60% in 2026 as measured by the school report card.

Objective 3: To increase the percentage of students scoring proficient/distinguished in Combined Writing from 59% in 2025 to 63% in 2026 as measured by the school report card.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

Activities:

- Analyze school level common formative assessment data using school level data dashboard to adjust instruction based on student mastery towards standards.
- Analyze common assessment data in Performance Matters (LMS) to determine standards deficits and provide immediate re-teaching of standards in addition to spiral review.
- Continue intentional planning and collaboration between grade level teachers and STEAM (PLTW) teacher to ensure alignment of science standards and to maximize instructional time based on district curriculum timelines.
- Continue to utilize newly adopted high quality instructional resource from Teacher Created Materials (TCM) in Social Studies (Grades K-5) to ensure alignment of rigorous tasks to standards and to provide high quality resources for teachers to utilize when collaboratively planning with their teams.
- Utilize district unit and lesson internalization tools and professional development teacher release days in science and social studies to increase teacher collaboration and collective efficacy around alignment of standards based on instructional tasks and assessments.
- District and school level content area learning walks in science and social studies blocks to ensure utilization of high quality instructional resources and implementation of the quality cycle of instruction, providing feedback to teachers on the elements of the cycle.
- Professional learning around the Writing Revolution book study with support from KDE assistant director of literacy for the purpose of embedding the latest research-based practices and foundational writing instruction in ALL content areas to improve critical thinking and promote deeper comprehension.
- Development of school-level writing policy aligned to state and district expectations.
- Professional Learning for 4th and 5th grade writing team leads to attend SMEKENS writing training offered through NKCES to focus on on-demand writing strategies.

Progress Monitoring:

- Monitoring of lesson plans to ensure quality cycle of instruction and tasks aligned to rigor of the standards
- Learning Walk Feedback and trend data in the areas of science and social studies
- Monthly analysis of school level common formative assessments and district common assessments using Performance Matters (LMS) during grade level PLC's.
- Analysis of student on-demand writing during grade level PLC's bi-monthly. (Grades 4 and 5)

Funding:

Title I- \$2500- Purchase of Writing Revolution Book for all certified teachers.

Title I- \$250- NKCES- "Kick Start Writing Instruction" (Smekens)

Title I- \$1400- Mystery Science

Title I- \$1,165 Generation genius- Science Videos

PLTW Grant- \$1,034

Bosch Grant- \$2,400

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

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

Objective(s):

Increase the Overall English Learner Progress Indicator score from 63.1 in 2025 to 67 in 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:

- Implementation of progress monitoring 3x per year to compare with common assessment data, MAP and MAP Diagnostic Fluency data to determine trends in English Proficiency vs. Content Mastery.
- Utilize Performance Matters and Caywood's school data dashboard in weekly PLC meetings to analyze EL student scores (name and claim) and make adjustments to instruction in real time based on student mastery of standards.
- Continue implementation of monthly meeting structure with Administrative team, EL teacher and district EL consultant to analyze English Proficiency growth as well as performance on district common assessments to determine actionable steps to improve achievement of students. This team will also conduct learning walks during EL small group pull out sessions as well as push in sessions during ELA and intervention groupings.
- Implementation of Visualize and Verbalize reading intervention program with EL students who are on reading improvement plans with language comprehension skill deficits. Professional learning provided for reading interventionists, special education teachers and 12 teachers across grade levels to implement these research based practices through RDIF grant funding.
- Implementation of P-12 Reading/Thinking strategies across content areas, as well as utilizing the district EL toolkit to place emphasis on vocabulary.

Progress Monitoring:

- Analysis of school level common formative assessments and district common assessments using Performance Matters and Caywood school level data dashboard.
- EL progress monitoring 3x per year

Funding:

RDIF Grant- \$40,000 Visualize and Verbalize program purchase along with on-going job embedded professional learning for teachers and interventionists.

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

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

Objective(s):

Objective 1: Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 36% in 2025 to 33% in 2026.

Objective 2: Caywood Elementary will increase the percentage of students that believe that all students are treated the same if they break the school rules from 65% in 2025 to 70% in 2026.

Strategy:

KCWP 6: Establish Learning Environment and Culture

Activities:

- Intentional instruction in digital citizenship in Library/Technology Special area Class utilizing online protocol training.
- Implementation of new school-wide cell phone policy where phones cannot be utilized during the school day.
- Continue implementation of *Second Steps* SEL curriculum across grade levels and monitoring of Tier I SEL implementation to ensure common language across grade levels, in addition to developing an intentional timeline for the school with supporting digital resources for each unit in the curriculum.
- Implementation of new PBIS plan called "*Follow the Comet Path*" in order to strengthen Tier I SEB systems and structures. The plan encompasses four schoolwide expectations, an expectation matrix, motivation and reward program, as well as explicit steps to follow for response to misbehaviors.
- Monitor effectiveness of Tier II and Tier III interventions for Social Emotional Learning using data from Performance Matters. Review Health of Intervention at each 8- week MTSS progress checks.
- Continue implementation of the *Leader in Me* practices by Stephen Covey to focus on increasing student leadership following the *7 Habits of Highly Effective Students*. "Comet Leaders of the Month" will be recognized based on their leadership contributions to their classroom and school.
- Professional learning for teachers in *Responsibility Centered Discipline* and *Student Executive Functioning* training embedded in PLC's and Faculty Meeting throughout the school year.
- Create Principal Student Leadership Team utilizing the *Leader in Me* curriculum and establishing leadership roles and training for students in leadership skills based on the 7 Habits.

Progress Monitoring:

- Discipline Referrals reviewed weekly at Admin Team meetings
- Monthly behavior data review in context with district data around referrals and out of school suspensions
- SEB intervention data reviewed every 8 weeks at progress check meetings
- Monthly review of threat assessments using Navigate 360 platform

Funding:

Title 1- \$2,778 Second Steps SEL software program for Tier I Social Emotional Learning

FRC Grant- \$500.00 Student behavior incentives

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_03112026_17:27

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented
2026-27 School Year)

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

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2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

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

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. 704 KAR 3:035 establishes the annual professional development plan.

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

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

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

1. Professional Development Plan

What is the school's mission?

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy. Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

Instructional Priorities:

- Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers
- Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL)
- Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Effective)
- Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SRegular student name and claim; adjustments to instruction as a result of regular review of data

Our Teacher Leadership team and SBDM council developed our mission statement : *"At Caywood Elementary, everyone creates a positive culture where we Communicate, Connect, Encourage and Thrive."* Our core values and beliefs have been created through the first letter of our school name which is COMETS. We believe in Creating a nurturing and safe environment. We believe in: Opportunities to excel through rigorous learning. We believe in: Mutual respect and acceptance of differences. We believe in: Every child becoming a successful life-long learner. We believe in: Teaching to achieve excellence. We believe in: Students, staff, families and communities working together.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development?**

Our top two priorities for professional development that support continuous improvement per the needs assessment are (1) Tier I instruction in reading and math as well as writing across content areas and (2) the overall social and emotional well being of staff and managing student behaviors.

1. Tier I instruction in Reading, Math and Writing

Data indicates that while progress is being made, reading proficiency remains a critical focus area as it is the foundation for all content areas. The 2024-2025 KSA results showed a 56% proficiency rate in the area of reading, while grades 3-5 Fall 2025 MAP Growth data projected a proficiency rate of 54% for Spring 2026 KSA. It should be noted that NWEA adjusted proficiency benchmarks for the 2025-2026 school year from the 60th percentile to the 65th percentile.

Winter MAP Diagnostic Fluency data showed outstanding growth in phonological awareness and phonics in kindergarten, 70% of second grade students made it to oral reading fluency rather than foundational skills and grades third-fifth showed much improved accuracy rates. In addition, all fourth and fifth grade students made it to oral reading. There were no foundational tests in those intermediate grades. The diagnostic data also indicates that while accuracy rates show great progress in grades 2-5, oral reading fluency is a significant area for growth with only

13% of fourth graders and 17% of 5th graders meeting expectations for oral reading fluency according to the winter diagnostic assessment.

The 2024–2025 KSA results showed a decline in mathematics proficiency from 54% to 47%, highlighting the need for the adoption of a High-Quality Instructional Resource (HQIR). Following the implementation of Amplify Desmos Math (ADM) in the 2025–2026 school year, benchmark data showed promising growth, increasing from 45% proficiency at the Beginning of Year (BOY) benchmark to 66% proficiency by the Middle of Year (MOY) benchmark. Despite this growth, Fall 2025 MAP Growth data projected 43% proficiency. It should be noted that NWEA adjusted proficiency benchmarks from the 60th percentile to the 65th percentile for the 2025–2026 school year.

Writing Across Contents

While Caywood showed positive growth in writing with our 2025-2026 KSA results showing a 9% growth in proficient/distinguished scores to 59% P/D, writing continues to be a top priority to strengthen proficiency across all content areas. To address this need, adjustments to the master schedule will be revised to include additional time for explicit writing instruction and monthly on-demand writing opportunities. Vertical alignment and calibrated responses remain an area of growth.

2. Social Emotional Well Being of Staff and Managing Student Behaviors

The 2025-26 Impact Kentucky Working Conditions Survey results provided critical perception data that informed our planning. The overall school climate showed an 18% decrease and, there were significant decreases in the perceived effectiveness of managing student behavior (39%, down 21% since the last survey) and the quality of professional learning (35%, down 19%). These perception trends, coupled with school discipline data (228 office referrals in 2024-25), and a significant increase in threat assessments and behavior referrals in kindergarten through 2nd grades necessitate a refined focus for 26-27 on PBIS structures, restorative practices, and individualized behavior de-escalation training.

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

State assessment results in reading and math and state assessment results in science, social studies and writing.

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

Priority Indicator Goal #1 Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 48% in 2024 to 74% in 2029 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in Social Studies from 48% in 2024 to 74% in 2029. We will increase the percentage of students scoring proficient/distinguished in Combined Writing from 50% in 2024 to 75% in 2029.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Long-Term Objective: Increase Reading proficiency from 52% (2024) to 76% (2029) and Math from 54% (2024) to 77% (2029). Increase Science (48% to 74%), Social Studies (48% to 74%), and Writing (50% to 75%) by 2029.

Short-Term Objectives:

Reading and Math

- Objective 1: Increase the number of proficient and distinguished students in the area of reading from 56% in 2025 to 61% in 2026.
- Objective 2: Increase the number of proficient and distinguished students in the area of math from 47% in 2025 to 54.5% in 2026.

Objective 1: To increase the percentage of students scoring proficient/distinguished in **Science** from 47% in 2025 to 54% in 2026 as measured by the school report card.

Objective 2: To increase the percentage of students scoring proficient/distinguished in **Social Studies** from 55% in 2025 to 60% in 2026 as measured by the school report card.

Objective 3: To increase the percentage of students scoring proficient/distinguished in **Combined Writing** from 59% in 2025 to 63% in 2026 as measured by the school report card.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Student Outcomes:

Student outcomes will be assessed throughout the year with ongoing weekly, systematic review of data including formative and common assessments, KSA, MAP Growth, MAP Fluency Diagnostic Assessment (3x per year), Brigance, special education IEP progress data and Tier II and Tier III intervention data as well as qualitative data from monthly classroom walks. Teacher feedback and input from professional development reflections, PLC work, Teacher leader meetings, and professional growth plans will be used to reflect on implementation and progress of the work we are doing. SBDM Council will review student achievement data and school improvement planning monthly to monitor overall progress and make recommendations for improvement. Adjustments to be job-embedded needs will be made based on student achievement data and trends from instructional data.

Educator Practices and Beliefs:

In reading and mathematics, improved lesson preparation and deeper implementation of High-Quality Instructional Resources will support increased student engagement with complex texts, problem solving, and conceptual understanding. Strengthened literacy intervention systems, fluency supports, and needs-based groupings will allow teachers to respond more effectively to student needs, leading to improved reading fluency, comprehension, and overall proficiency. Continued implementation and internalization of the Amplify Desmos Math curriculum will support teachers in delivering coherent, standards-aligned mathematics instruction that strengthens conceptual understanding and problem-solving skills. Collectively, these efforts are intended to increase overall proficiency rates in reading and mathematics and ensure sustained student growth. In writing, establishing clear K-5 expectations and embedding writing across content areas will provide students with consistent opportunities to develop written communication skills. Through calibrated scoring practices, collaborative analysis of student work, and the implementation of strategies from *The Writing Revolution*, teachers will more intentionally integrate writing into daily instruction. This work is expected to increase student proficiency in writing while strengthening comprehension and critical thinking across all subjects. These initiatives will also strengthen teacher effectiveness by building staff capacity to collaboratively analyze data, design rigorous learning experiences, and implement instructional strategies aligned to the KCSD Cycle of Quality Instruction. Peer observations, professional learning, and structured collaboration will support a culture of reflective practice where teachers continuously refine instruction and share effective strategies with colleagues. Ultimately, this work is intended to strengthen the overall culture of learning at Caywood Elementary.

c. How will this professional development be monitored for evidence of implementation?

- i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?
- ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)
- iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Implementation of this professional learning will be monitored through a combination of instructional observations, student performance data, and collaborative team review to ensure that professional development translates into effective classroom practices. Multiple sources of evidence will be used to monitor implementation and impact, including classroom walkthrough and observation data aligned to the instructional framework, lesson plans and lesson internalization documents, student work samples, and curriculum-based assessments. Additional data points will include NWEA MAP Growth, MAP Fluency, KSA results, progress monitoring data from literacy and math interventions, on-demand writing samples, and trend data from High-Quality Instructional Resources such as Amplify Desmos Math. Teacher feedback gathered during PLC discussions, professional learning sessions, and peer observations will also inform implementation and next steps. Responsibility for Data Collection Data will be gathered collaboratively by teachers and school administrators. Teachers will contribute through lesson preparation artifacts, student work samples, and participation in PLC discussions. Instructional coaches and administrators will collect classroom observation and walkthrough data, review instructional planning documents, and support analysis of assessment and intervention data. Special education staff and SPED Leads will also contribute relevant data related to progress monitoring and supports for special populations. Frequency of Data Analysis Data will be reviewed on an ongoing basis through established school structures. PLC teams will analyze student work, assessment data, and instructional practices on a bi-weekly basis during Planning and Data PLCs. Leadership teams will review monthly walkthrough trends, intervention data, and assessment results monthly to monitor school-wide progress and determine needed supports. Quarterly reviews will also occur to evaluate broader trends in student achievement data, health of interventions, and instructional implementation in order to adjust professional learning priorities as needed.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

Success of this professional development will be measured through a combination of improved instructional practices, student achievement data, and evidence of a strengthened culture of learning across classrooms. Clear indicators will demonstrate that professional learning has translated into consistent implementation and measurable impact on student outcomes.

Instructional Practice and Teacher Effectiveness: One indicator of success will be consistent evidence of intentional lesson rehearsal and internalization aligned to the KCSD Cycle of Quality Instruction. Classroom observations and walkthrough data will show increased implementation of the HQIR and evidence based teacher strategies (P-12 Thinking strategies) Teachers will demonstrate the ability to design rigorous, standards-aligned tasks and products that promote meaningful student collaboration, critical thinking, and real-time instructional adjustments. Additional indicators will include the consistent use of High-Quality Instructional Resources,

strong alignment between lesson plans and classroom instruction, and increased teacher participation in peer observations and collaborative planning.

Student Achievement and Academic Growth: Improved student performance will serve as a key measure of success. Indicators will include increased proficiency and growth on district and state assessments such as NWEA MAP Growth, MAP Fluency, and KSA. Specific markers of progress will include improved reading fluency and comprehension in intermediate grades, increased projected proficiency rates in reading and mathematics on MAP GROWTH and continued growth in benchmark data related to the implementation of Amplify Desmos Math. Additionally, improvements in on-demand writing samples and calibrated writing assessments across grade levels will demonstrate growth in students' ability to communicate understanding through writing.

Student Work and Classroom Evidence: Student work samples will reflect higher levels of rigor, deeper understanding of content, and increased opportunities for written responses across all content areas. Evidence will include student products that demonstrate higher levels of rigor and written responses aligned to the KCSD K-5 Writing Expectations.

Teacher Efficacy and Collaborative Culture: Another indicator of success will be increased teacher confidence and capacity to plan and deliver rigorous instruction. Teacher feedback and PLC discussions will reflect stronger collaboration, more focused analysis of student data, and shared ownership of instructional improvement. Consistent participation in job-embedded learning, peer observations, and collaborative planning will demonstrate a strengthened professional culture centered on continuous improvement.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

The targeted audience for this professional development includes all content teachers in grades P-5, including general education teachers, interventionists, classified instructional assistants and special education teachers who collaborate to support instruction across content areas. This includes educators responsible for delivering core instruction in reading, mathematics, writing, science, and social studies, as well as special education staff who co-plan, co-teach, or provide instructional supports for students with disabilities.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Successful implementation of this professional development plan will require a combination of staff collaboration, dedicated time for professional learning, access to instructional resources, and financial support to provide release time and materials.

Funding Sources: Funding to support these professional learning opportunities will be provided through SBDM and Title I funds. These funds may be used to support teacher release time for lesson internalization, professional learning materials, compensation for optional after-school professional development sessions, and resources that support the implementation of High-Quality Instructional Resources (HQIRs) and instructional initiatives.

Timeline and Frequency: The Professional Learning Plan will run from May 28, 2026 through May 28, 2027. Professional learning activities will occur throughout the year in several formats to ensure ongoing support and implementation.

- Bi-weekly Job-Embedded Professional Learning: Occurring during PLCs, planning periods, or faculty meetings to address instructional and behavioral needs in real time.
- Special Education PLCs: Occurring weekly throughout the year to review compliance, student progress monitoring, and instructional supports.
- Teacher Release Days: Scheduled as needed based on instructional and data trends to support lesson preparation, internalization, and collaborative planning.
- Peer Observations and Collaborative Learning Opportunities: Occurring periodically throughout the year to support open classrooms and shared instructional practices.
- Schoolwide Professional Learning Sessions: Including professional development related to writing across content areas, evidenced based instructional practices, social-emotional learning, and classroom management strategies.

Supplies and Resources: Implementation of this professional development will require the following resources:

- Dedicated time for collaboration, including PLC meetings, job-embedded professional learning sessions, and teacher release days
- Access to High-Quality Instructional Resources (HQIRs), including curriculum materials such as Amplify Desmos Math and literacy intervention resources
- Technology tools used to support instruction and professional learning
- Student data systems and assessment platforms (e.g., MAP Growth, MAP Fluency, and other curriculum-based assessments) to inform instructional decisions

- Professional learning materials, including instructional texts such as *The Writing Revolution* and resources for evidenced based practices (i.e KCM Numeracy Counts resources)
- Staff support, including administrators, instructional coaches, and special education, literacy, numeracy and Instructional technology lead teachers who facilitate professional learning and support implementation of high quality instructional resources.
- Team Kenton ElevatED on August 3, 4, and 5, 2026. Team Kenton ElevatED will give employees the opportunity to select from a variety of sessions that are aligned to district goals and best practices in order to meet the individual needs of staff. This event is designed to serve multiple purposes: to provide teachers with meaningful choice in professional learning, supported and guided by their principals; to elevate and leverage the expertise of KCSD teachers by offering learning aligned to our district's systemic priorities; and to create a dedicated window for Tier 1 professional learning to further strengthen classroom practice.

These resources will ensure that staff have the time, materials, and collaborative structures necessary to successfully implement the professional learning plan and translate it into improved instructional practices and student outcomes.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

To ensure effective implementation of the professional development focused on intentional lesson preparation, evidenced based instructional practices, and High-Quality Instructional Resources (HQIRs), a variety of ongoing supports will be provided.

- **Weekly PLC Data Analysis:** Teachers and administrators collaborate weekly to analyze data and determine progress in all content areas. Weekly PLC's include careful examination of common formative assessments (CFA's) and district common assessment data to guide instruction in Reading/Math/ Science/Social Studies. We will utilize Performance Matters LMS and our "Overall Instructional Results Tool" to guide our conversation and next steps for instruction. Teachers will utilize the KCSD Balanced Assessment and Summary Expectations accordingly.
- **Monthly Faculty Meetings, Bi-weekly Teacher Meetings and Monthly PLC's** will be utilized to regularly equip and provide ongoing *job embedded* professional learning to staff. The district Professional Landing page will be utilized as needed. Learning from district leadership meetings, ITC Meetings,

Literacy Leader Meetings and Lead Special Education Teacher Meetings will also be shared during this time.

- **Effective Instructional Practices /P-12 Reading Strategies** :Ongoing learning and curriculum design around the Cycle of Quality Instruction and the P-12 Reading Strategies to enhance Tier 1, core instruction including (but not limited to) student products, meaningful collaboration, and appropriate and varying tasks, with emphasis on ELA and Math content and adjusting instruction. Continue implementing peer observations where teachers can go and observe other teachers who have strengths in areas of the cycle and/or P-12 Reading Strategies across content areas. Utilize subs to provide opportunities for teachers to observe instructional best practices in other classrooms both within the school and in other elementary settings. In addition, teachers who attend district reading, math, science and social studies sessions throughout the school year will share their learning at monthly faculty meetings (as well as teacher work days) to inform teachers of new learning around standards, instructional resources and assessment data as on-going job embedded PD.
- **Intentional Team Planning/Lesson Internalization for All Content Areas**-Grades 1-5 will continue working in a more departmentalized model this year in order to focus on specific content lesson internalization. Teachers in Grades K-5 will collaborate in grade level teams to align math, reading, science, SS and writing instructional practices, develop grade level schedules and WIN/RTI time for the 2026-2027 school year, plan SEB lessons and restorative circle questions, thinking strategies and develop arts integration ideas, and develop CFAs and calendar. This will be held at Caywood on Teacher Equivalency Day led by administrators and teacher leads. Teachers will continue to participate in peer observations and collaborative planning opportunities with other schools using professional release time in order to ensure all students are receiving equitable access to grade level standards as well as to ensure fidelity of the Amplify CKLA program. Primary and Intermediate Literacy Leaders will provide continued support and modeling in classrooms as necessary to continue the growth with implementing the Amplify high quality instructional resource and the shift to the science of reading. District consultants will work with school level Math content leaders to provide modeling and support in lesson internalization for our second year of utilizing the Amplify-Desmos Math high quality instructional resource. All teachers will participate in weekly intentional planning meetings utilizing lesson internalization tools in order to ensure the Cycle of Quality Instruction is being effectively implemented with th HQIR's to ensure fidelity.
- **MTSS** - Continue to use MTSS Rubric as the road map for growth and improvement in structures for Tier I, II and Tier III. Continue to monitor intervention data through performance matters in order to determine Health of Interventions for reading and math. Utilize MTSS school team to analyze school Tier II and Tier III data in context with other schools in order to collect data to determine best programs for each area of concern/skill deficits. Interventionist will have the opportunity to collaborate with other interventionists in the distict during summer PD in August of 2026 for the purpose of aligning best practices and instructional strategies for specific skill deficits.

4. For the **second identified area requiring professional development**, what required school goal(s) from the comprehensive improvement plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Priority Indicator #3: **Quality of School Climate and Safety**

Three- to Five-Year Goal:

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

The 2025-26 Impact Kentucky Working Conditions Survey results provided critical perception data that informed our planning. The overall school climate showed an 18% decrease and, there were significant decreases in the perceived effectiveness of managing student behavior (39%, down 21% since the last survey) and the quality of professional learning (35%, down 19%). These perception trends, coupled with school discipline data (228 office referrals in 2024-25), and a significant increase in threat assessments and behavior referrals in kindergarten through 2nd grades necessitate a refined focus for 26-27 on PBIS structures, restorative practices, and individualized behavior de-escalation training.

Analysis of individual Staff IMPACT survey items and KSA QSCS indicates that staff members would benefit from additional training in Social-Emotional and Behavioral (SEB) supports, including Trauma-Informed Care (TIC) and effective classroom management strategies. Survey results also indicate that staff feel the least confident supporting students with significant challenging behaviors. All staff will participate in the district Behavior Series as well as school-based job-embedded SEL training to build capacity in these areas and improve both classroom management practices and student outcomes. The school will also send district representatives (including school leadership members) to the Behavior Institute in order to build capacity with leadership in managing behaviors.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Social-Emotional Well Being of Staff and Managing Student Behaviors

Long Term:

Increase the perception of the overall social and learning climate of the school from 45% on the KY Impact working Conditions Survey in 2025-26 to 63% in 2027-2028.

Short Term:

Objective 1: Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 36% in 2025 to 33% in 2026.

Objective 2: Caywood Elementary will increase the percentage of students that believe that all students are treated the same if they break the school rules from 65% in 2025 to 70% in 2026.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The professional development focused on supporting students from diverse backgrounds and those with complex behavioral needs is designed to strengthen both educator capacity and student outcomes. Intended results include:

Student Outcomes:

- Reduced office behavioral referrals from 228 to 200 as reflected in our school's action plan, through consistent implementation of social-emotional learning (SEL), trauma-informed care (TIC), restorative practices and positive behavior interventions and supports (PBIS).
- Improved academic outcomes for students achieving targeted proficiency goals in reading and math.

Educator Practices and Beliefs:

Increased staff confidence and trust with leadership in "Managing Student Behavior" and reducing disruptions to the learning environment as evidenced in the 2025-26 IMPACT Survey. Improved classroom management and SEB practices, supported through district Behavior Series, school-based SEL training, and targeted professional learning on trauma-informed care and effective behavioral supports.

Schoolwide Culture

- Strengthened culture of inclusion and belonging, reflected in increased Emotional Well-Being and Belonging survey scores and improved staff perception of school climate.
- Collaborative and data-informed decision-making, where Administration, Counselor, SEB interventionists, and teachers utilize behavior and achievement data to proactively adjust instructional and behavioral supports, ensuring equitable access to rigorous instruction and positive learning experiences for all students.

These intended results collectively aim to reduce behavioral disproportionality, increase academic outcomes for students with diverse and challenging behavioral needs, and build staff capacity to create safe, supportive, and equitable learning environments across Caywood Elementary.

c. How will this professional development be monitored for **evidence of implementation?**

- i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?
- ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)
- iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

The professional development focused on supporting students from diverse backgrounds and those with complex behavioral needs will be monitored using multiple data sources to ensure implementation fidelity and impact on student outcomes.

- **Data to be Considered and Gathered:** Behavior and discipline data from Infinite Campus, including office referrals and trend patterns of location and behavior types. Social-Emotional and Behavioral (SEB) dashboards tracking student progress, interventions, and supports. MTSS Health of Intervention data to evaluate the impact of targeted behavioral and academic interventions. Mid-Year Staff Impact Survey to monitor staff perception of implementation and effectiveness.
- **Responsibility for Gathering Data** School Counselor, Assistant Principal and FRC Coordinator – collects and monitors behavior and SEB data, facilitates student recognition efforts. School Special Education Team – supports data collection related to SWD progress and IEP alignment. Grade Level Team Leads- tracks and monitors grade level data and individual student supports. School MTSS Core Team - monitors MTSS dashboard, health of interventions, and fidelity of implementation of programs. School Administrators – monitor overall school climate, analyze behavior trends, and support implementation of SEB practices.
- **Frequency of Data Analysis** Monthly reviews of behavioral data, SEB dashboards, and student recognition to inform immediate supports and adjustments. Quarterly review of intervention progress and health of interventions. This systematic monitoring process ensures that professional development efforts are translated into effective classroom practices, measurable improvements in student behavior, and a more inclusive, supportive school environment.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing

classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail.**

The success of the professional development focused on supporting students from diverse backgrounds and those with complex behavioral needs will be measured through multiple indicators that reflect improvements in student outcomes, teacher practices, and school climate.

Student Outcomes

- Reduction in office behavioral referrals from 228 in 2024-25 to 200 in 2025-2026, demonstrating improved behavior management and equitable supports.
- Improved social-emotional and behavioral outcomes: SEB dashboard data and MTSS intervention reports will show increased effectiveness of behavioral supports and interventions, reflecting positive changes in student behavior.
- Educator Practices and Perceptions; Increased staff confidence and efficacy: Staff IMPACT Survey scores in the areas of School Climate and Managing Student Behavior will increase by 10% or more, indicating that teachers feel more capable and supported by administration in managing classrooms and educating all students.
- Implementation of SEB strategies: Teachers will consistently apply trauma-informed care, PBIS, and classroom management strategies learned through professional development, evidenced by SEL classroom observations and peer feedback.
- Schoolwide Culture
 - Improved school climate and safety: Student surveys and staff feedback will reflect a stronger sense of belonging, emotional well-being, and overall positive school climate.
 - Sustained engagement in professional learning: Staff participation in SEL training, the district Behavior Series, and collaborative PLCs will be consistent, demonstrating ongoing commitment to improving support for students with diverse and complex needs.
- These markers collectively indicate that the professional development has successfully strengthened teacher and administrator capacity, reduced disruptive behavior and referrals, and improved both student outcomes and the overall culture of learning and safety at Caywood Elementary.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

The professional development focused on supporting students from diverse backgrounds and those with complex behavioral needs is designed for all instructional and support staff at Caywood Elementary. This includes:

- Administration - Principal and Assistant Principal

- All classroom teachers (grades PK-5) across content areas
- Classified Instructional Assistants who provide direct support in classrooms and small groups
- School Counselor and SEB interventionists who support social-emotional learning and behavior interventions
- Specialized teachers and support staff, including those serving students with Individualized Educational Plans and English Learners (ELs)

By engaging this broad audience, the professional development ensures consistent implementation of social-emotional and behavioral strategies, trauma-informed practices, and classroom management approaches across all learning environments, supporting equitable student outcomes and a positive school culture.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Successful implementation of the professional development for supporting students from diverse backgrounds and those with complex behavioral needs will require staff collaboration, funding, instructional materials, and structured time for professional learning and follow-up.

- **Funding Sources:**

- Fund 21 and FRC Grant funds to support recognition and reinforcement of positive behaviors.
- SBDM and Title I Funds to support professional learning, materials, and ongoing staff training.
- District Special ED and SEB Funding to send selected teachers to the *Behavior Institute* in Louisville.

- **Timeline and Frequency**

- Initial Intensive Trainings: Safe Crisis Management (SCM) and *Behavior Institute* sessions scheduled for June-July 2026.
- *District Behavior Series* - This 3 part/ 3 hour series will deep dive into behavior, neuroscience, and strategies to support coregulation in the classroom and school setting. (August, September, October 2026)
- Ongoing Professional Learning: Ongoing schoolwide SEL and behavior strategy sessions throughout the 2026-2027 school year. (*job embedded* during monthly PLC's and/or Faculty Meetings)

- **Supplies and Resources**

- Restorative Practices materials aligned to Caywood Comet Path PBIS system for implementing conflict resolution and community-building strategies.
- Calming Corner kits to support students in emotional regulation and practicing self-management.
- Tier I SEL curriculum resources (both digital and hard copy- Second Steps) to guide instruction in social-emotional learning and trauma-informed care.
- **Team Kenton ElevatED on August 3, 4, and 5, 2026.** Team Kenton ElevatED will give employees the opportunity to select from a variety of sessions that are aligned to district goals and best practices in order to meet the individual needs of staff. This event is designed to serve multiple purposes: to provide teachers with meaningful choice in professional learning, supported and guided by their principals; to elevate and leverage the expertise of KCSD teachers by offering learning aligned to our district's systemic priorities; and to create a dedicated window for Tier 1 professional learning to further strengthen classroom practice.
- NKCES- Professional Learning opportunities focused on meeting the needs of challenging and complex behaviors.
- These resources will ensure staff have the tools, time, and support needed to implement SEB practices effectively, improve student outcomes, and foster a safe, inclusive, and positive school climate.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

To ensure effective implementation of professional development focused on supporting students from diverse backgrounds and those with complex behavioral needs, Caywood Elementary will provide a variety of structured, ongoing supports throughout the 2026–2027 school year. These supports are designed to reinforce learning, build *administrator and staff* capacity, and promote consistent application of social emotional and behavioral (SEB) strategies.

- **Data-Driven Support:** Monthly behavioral reviews using Infinite Campus discipline reports, Early Warning Tool, SEB dashboards, and MTSS intervention data to monitor student progress and identify areas requiring additional support. Targeted Training and Follow-Up Initial intensive trainings (SCM and Behavior Institute) will be followed by monthly *job-embedded* follow-up sessions to provide continued guidance on trauma-informed care, restorative

practices, and classroom management techniques. These sessions may take place during PLC's or Faculty meetings.

- **Ongoing coaching and peer collaboration** through structured observation opportunities and staff discussions; allowing teachers to share effective practices, problem-solve challenges, and reinforce consistent behavior supports across classrooms. (District SEL Walks)
- **Student-Focused Supports:** Implementation of Calming Corners and restorative practices materials will be integrated into classrooms, with staff reflecting on usage and effectiveness during PLCs. Recognition of positive student behaviors through monthly behavior incentive systems will reinforce SEL and behavior strategies schoolwide. ("**Follow the Comet Path**" -PBIS Expectations and behavior resolution processes)
- **Bi-weekly job-embedded learning opportunities will be provided to support staff and respond to emerging instructional and behavioral needs.** Topics will be determined through data reviewed in both Planning and Data PLCs, ensuring professional learning is targeted and relevant. Sessions will occur at intentional intervals and may take place during planning periods, faculty meetings, or as optional after-school opportunities for professional development or compensation.

Professional learning may include focus areas such as instructional practices, the KCSD Cycle of Quality Instruction, High-Quality Instructional Resources (HQIRs), technology integration, supports for special populations, PBIS, and social-emotional and behavioral (SEB) practices. During the 2026-2027 school year, priority will be given to professional learning that strengthens social-emotional learning, classroom management, and trauma-informed practices in order to support a strong culture of learning and positive behavior in every classroom.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

N/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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