



2020-21 Phase Three: Executive Summary for  
Schools\_11242020\_12:05

2020-21 Phase Three: Executive Summary for Schools

**James A Caywood Elementary School**

**Kimberly Mott**

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

## Table of Contents

<u>2020-21 Phase Three: Executive Summary for Schools</u>	3
---	---

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

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

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

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

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

---

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

---

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

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

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

---

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

---

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

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

N/A

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

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

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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------