



# 2022-23 Cardinal Valley Elementary Continuous Improvement Diagnostic

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Cardinal Valley Elementary School**  
**Kevin Disney**  
218 Mandalay Rd  
Lexington, Kentucky, 40504  
United States of America

## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 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.***



## 2022-23 Cardinal Valley Elementary Executive Summary

2022-23 Phase One: Executive Summary for Schools

**Cardinal Valley Elementary School**

**Kevin Disney**

218 Mandalay Rd

Lexington, Kentucky, 40504

United States of America

## 2022-23 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?

Cardinal Valley Elementary serves approximately 600 pre-K through 5th grade students in an urban setting in Lexington, Kentucky. Demographically, students are 76% Hispanic, 13% African American or Black, and 12% White. In 2021-2022, 60% of the students were identified as English language learners, 14% received special education services, and 82% qualified for free or reduced lunch. Our students face many challenges due to their socioeconomic status and language acquisition, however students are showing academic growth across various assessments.

Cardinal Valley Elementary is unique in that we have the only heritage-speaker dual language immersion program in the state. We are in the sixth year of the dual-language immersion strand program and in 2021-2022 transitioned to a simultaneous biliteracy format. The expectation is for these students to be completely biliterate and bilingual by the end of fifth grade.

In the past three years, our school has placed a renewed emphasis on core instruction in reading and math, refined MTSS and PBIS procedures, and continued implementation of our PLC and team planning processes. We are also continuing to build partnerships with the community including local churches, colleges and universities, and businesses. In addition, our English learner population has become more diverse and now includes 7 languages spoken and 12 countries represented. We are also being more intentional in hiring staff that mirrors the population of our students.

### School's Purpose

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

The mission of Cardinal Valley Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

Our purpose is to provide all students with an opportunity to reach their full potential through high-quality standards-based instruction. Our staff members believe in their individual and collective capacity to enable all students to achieve mastery of social skills and academic content. Teachers work collaboratively to engage in best practices that will improve student achievement. Additionally, teachers engage in collective inquiry in both academics and behavior to support the

implementation of our MTSS and PBIS systems.

### Notable Achievements and Areas of Improvement

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

The Brigance assessment is administered to all kindergarten students and since 2020 we have developed a long range plan to improve kindergarten readiness. Our overall kindergarten readiness score has improved from 7.7% in 2018-2019 to 43.4% in 2021-2022. Since the 2019-2020 school year Cardinal Valley has achieved the gold level status in PBIS.

Our goal is to improve student proficiency in reading, math, science, social studies, and writing on the Kentucky Summative Assessment. We will do this by intentionally focusing on guided reading, oracy, conceptual math practices, and standards-based instruction.

### Additional Information

**CSI/TSI (including ATSI) Schools 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.

In order to create the school improvement plan, we will gather sources of data and then involve stakeholders from all levels as we disaggregate the data and look for trends. Once we have determined needs, we will develop and implement strategies that will impact the affected groups of students.

### Additional Information

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

We want to be a resource for the community and assist families in obtaining academic, medical, mental health and community resources. We aim to be open and welcoming to all community members regardless of languages spoken and will continue to work with organizations within the Cardinal Valley neighborhood to ensure that communication is ongoing. Our goal is to foster relationships between the school and community so we will continue to involve parents and neighborhood organizations as partners.



# 2022-23 Cardinal Valley Elementary: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

**Cardinal Valley Elementary School**

**Kevin Disney**

218 Mandalay Rd

Lexington, Kentucky, 40504

United States of America

## **2022-23 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 will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

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

Data is analyzed and applied at Cardinal Valley Elementary by multiple teams at several levels. Our SBDM council reviews school-wide and grade-level data pertaining to KAS, MAP, and behavior as it comes available. MTSS meets quarterly to review tier 2 and tier 3 intervention data for academics and behavior. This team consists of administration, academic and behavior interventionists, and homeroom teachers. The Student Support Team meets weekly to discuss tier 2 and tier 3 behavior data. This team consists of the assistant principal, school counselors, and two district mental health specialists. Classroom data, including formative assessments and common unit assessments, are reviewed regularly by administration, EL teachers, special education teachers, and classroom teachers during weekly PLCs. For each meeting, regardless of the type of team or council present, minutes are taken to ensure the historical accuracy of student performance and data analysis.

The leadership team uses the needs assessment in order to determine the schoolwide priorities for the academic year. These priorities are identified as the focus for PLCs, grade level team planning, walk-throughs, and professional learning.

### Review of Previous Plan

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

Last year's CSIP focused on using tier 1 curricula to improve student achievement in reading, math, writing, science, and social studies. When comparing student performance on the KPREP 2020-2021 data the 3rd-5th grade students did make improvements in reading and science. We did not make the gains we had hoped to see in math and writing. While we recognize our students are not to the benchmark we had originally set, we recognize the gains made and want to use this as momentum forward.

This year we will continue to focus on tier 1 instruction by deconstructing standards, creating shared common assessments, analyzing student data, and differentiating during small group time to both accelerate and extend student learning. We are intentionally using PLC time to analyze formative and summative assessments, foster discussions amongst educators about effective teaching strategies, and develop collective efficacy amongst each grade-level team and support staff. These practices will be used to inform our practices in the area of closing the achievement gap. We intend to move all students toward proficiency by using MTSS processes, culturally relevant teaching (Heritage Dual Language Immersion Program), and analyzing formative and summative test results.

For PBIS we wanted to ensure common area expectations, implement a shared data collection process to build a positive learning environment schoolwide. CVE was successful in reaching these goals and became a gold level PBIS school this year.

### Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our number of behavioral referrals has increased however, this is due to a change in how we are documenting data. In 2020-2021 we did not have a solid tier 1 method for documenting student referrals. In 2021-2022 we implemented the school-wide use of eOS. We have since calibrated data collection and how we submit behavioral referrals. Teachers are consistently and equitably implementing



behavioral practices which we view as an improvement. We also hypothesize part of the uptick in referrals is due to the fact that for 2020-2021 students did not return to school until February 2021. In 2020-2021, 2.8% of students had a referral and in 2021-2022 9.6% of students had a behavior referral.

When comparing student performance on the KPREP 2020-2021 data the 3rd-5th grade students did make improvements in reading and science. We did not make the gains we had hoped to see in math and writing. While we recognize our students are not to the benchmark we had originally set, we recognize the gains made and want to use this as momentum forward.

According to the climate and culture survey in KPREP/KSA, our school has maintained a high level of approval from our students in that they feel safe, wanted, and educated while at Cardinal Valley.

### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

##### Current Academic State:

- 17% proficient/distinguished in reading on the KSA
- 17% proficient/distinguished in math on the KSA
- 17% proficient/distinguished in writing on the KSA
- 22% proficient/distinguished in social studies on the KSA compared to the state average of 37%

##### Non-Academic Current State:

- On the quality and school safety survey we scored 78.6 on the KSA

### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Overall, CVE was 17% proficient/distinguished in reading, math, and writing meaning 83% of our students scored below proficiency in these areas on the KSA. Using MAP scores from fall 2022 we are predicted to be 11.6% proficient/distinguished in grades 3-5 in math and 19.5% proficient and distinguished in reading cumulatively.

In the 2021-2022 3rd grade math KSA 70% of students scored in the novice range.

On the district common unit 1 assessment, the fourth-grade students on average scored higher than the 3rd and 5th-grade average scores.

Reading, writing, math, social studies, and science will be addressed in our CSIP.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

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

Student culture is positive with a score of 78.6 on the KSA. Our students are happy at school and want to learn. While they may not be at the state benchmark our students are willing to learn and work hard at improving academically.

Our novice rate in reading on the KPREP/KSA went from a score of 68 in 2020-2021 to 52 in 2021-2022. Student improvement in reading will translate to student improvement on the science, writing, and social studies assessments as they all require grade-level reading comprehension skills.

Our percentage of students who were proficient/distinguished in math on the KPREP in 2020-2021 was 6.1% and on the KSA 2021-2022 this rate improved to 17%. The systems and procedures we have put in place for data analysis and instructional practices are working and we will continue to hone these practices to improve student achievement in all academic areas.

### Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.


This year we are honing our PLC practices and processes to ensure we are focused on accelerating and extending student achievement through a cyclical process of data analysis and effective lesson planning and implementation. This links to KCWP 1, 3, 4, and 5.

We will continue to adhere to the district-mandated MTSS processes to ensure students have access to high-quality intervention services that use triangulated data and individualized intervention plans to determine entry and exit into the RtI model for both academics and behavior. This links to KCWP 4 and 5.


## **ATTACHMENTS**

### **Attachment Name**

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 Cardinal Valley School Key Elements Template

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Cardinal Valley School Key Elements Template		• 7



## 2022-23 Cardinal Valley Elementary: School Assurances

2022-23 Phase Two: School Assurances

**Cardinal Valley Elementary School**

**Kevin Disney**

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## 2022-23 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

☒ 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 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, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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, 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, including 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), except that 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, 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, and 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

25. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

### Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, 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 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**



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## Cardinal Valley Elementary's Comprehensive School Improvement Plan 2022-25

### State Assessment Results in Reading

- By 2025, **Cardinal Valley Elementary** will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 17%.

### State Assessment Results in Math

- By 2025, **Cardinal Valley Elementary** will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 17%.

### State Assessment Results in Science

- By 2025, **Cardinal Valley Elementary** will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 5%.

### State Assessment Results in Social Studies

- By 2025, **Cardinal Valley Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 22%.

### State Assessment Results in Combined Writing

- By 2025, **Cardinal Valley Elementary** will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 17%.

### English Learner Progress

- By 2025, **Cardinal Valley Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 38%.

### Quality of School Climate and Safety

- By 2025, **Cardinal Valley Elementary** will increase the quality of school climate and safety index to 85% as measured by KSA. Current level is 78.6%.

### Achievement Gap

- By 2025, **Cardinal Valley Elementary** will decrease the percentage of students with disabilities scoring novice in reading from 75% to 9%.
- By 2025, **Cardinal Valley Elementary** will decrease the percentage of students with disabilities scoring novice in math from 81% to 10%.
- By 2025, **Cardinal Valley Elementary** will decrease the percentage of EL students scoring novice in reading from 55% to 7%.

- By 2025, **Cardinal Valley Elementary** will decrease the percentage of EL students scoring novice in math from 65% to 8%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Cardinal Valley Elementary</b> will increase P/D in Reading to 31.5%.	By 2024, <b>Cardinal Valley Elementary</b> will increase P/D in Reading to 46%.	By 2025, <b>Cardinal Valley Elementary</b> will increase P/D in Reading to 60%.
By 2023, <b>Cardinal Valley Elementary</b> will increase P/D in Math to 30%.	By 2024, <b>Cardinal Valley Elementary</b> will increase P/D in Math to 43%.	By 2025, <b>Cardinal Valley Elementary</b> will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Cardinal Valley Elementary</b> will increase P/D in Science to 18.5%.	By 2024, <b>Cardinal Valley Elementary</b> will increase P/D in Science to 32%.	By 2025, <b>Cardinal Valley Elementary</b> will increase P/D in Science to 45%.
By 2023, <b>Cardinal Valley Elementary</b> will increase P/D in Social Studies to 35%.	By 2024, <b>Cardinal Valley Elementary</b> will increase P/D in Social Studies to 48%.	By 2025, <b>Cardinal Valley Elementary</b> will increase P/D in Social Studies to 60%.
By 2023, <b>Cardinal Valley Elementary</b> will increase P/D in Combined Writing to 31.5%.	By 2024, <b>Cardinal Valley Elementary</b> will increase P/D in Combined Writing to 46%.	By 2025, <b>Cardinal Valley Elementary</b> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3

<p>By 2023, <b>Cardinal Valley Elementary</b> will reduce the percentage of students with IEPs scoring in the novice range in reading from 75% to 37.5%.</p> <p>By 2023, <b>Cardinal Valley Elementary</b> will reduce the percentage of students with IEPs scoring in the novice range in math from 81% to increase Proficiency in Math to 41%.</p> <p>By 2023, <b>Cardinal Valley Elementary</b> will reduce the percentage of EL students scoring in the novice range in reading from 55% to 27%.</p> <p>By 2023, <b>Cardinal Valley Elementary</b> will reduce the percentage of EL students scoring in the novice range in math from 65% to 33%.</p>	<p>By 2024, <b>Cardinal Valley Elementary</b> will reduce the percentage of students with IEPs scoring in the novice range in reading from 37.5% to 19%.</p> <p>By 2024, <b>Cardinal Valley Elementary</b> will reduce the percentage of students with IEPs scoring in the novice range in math from 41% to increase Proficiency in Math to 20%.</p> <p>By 2024 <b>Cardinal Valley Elementary</b> will reduce the percentage of EL students scoring in the novice range in reading from 27% to 14%.</p> <p>By 2024, <b>Cardinal Valley Elementary</b> will reduce the percentage of EL students scoring in the novice range in math from 33% to 16%.</p>	<p>By 2025, <b>Cardinal Valley Elementary</b> will reduce the percentage of students with IEPs scoring in the novice range in reading from 19% to 9%.</p> <p>By 2025, <b>Cardinal Valley Elementary</b> will reduce the percentage of students with IEPs scoring in the novice range in math from 20% to increase Proficiency in Math to 10%.</p> <p>By 2025, <b>Cardinal Valley Elementary</b> will reduce the percentage of EL students scoring in the novice range in reading from 14% to 7%.</p> <p>By 2025, <b>Cardinal Valley Elementary</b> will reduce the percentage of EL students scoring in the novice range in math from 16% to 8%.</p>
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English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Cardinal Valley Elementary</b> will grow 59% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, <b>Cardinal Valley Elementary</b> will grow 80% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <b>Cardinal Valley Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety Objectives		
Year 1	Year 2	Year 3

By 2023, Cardinal Valley Elementary will increase the Quality of School Climate and Safety Index from 78.6% to 80.8%.	By 2024, Cardinal Valley Elementary will increase the Quality of School Climate and Safety Index from 80.8% to 82.9%.	By 2025, Cardinal Valley Elementary will increase the Quality of School Climate and Safety Index from 82.9% to 85%.
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[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

### **Year 1 Focus Areas**

<b>PLC</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP2	Process- Ensure instructional effectiveness by conducting item analysis	PLC Observations	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP3	Process- Formal and informal processes to gather student learning data; academic monitoring during instruction, identification of enrichment of reteach, formative weekly assessments, unit assessments	PLC Observations Grade Level Data Spreadsheets Grade Level Assessments	
Reading, Math, Social Studies, Science, Combined Writing, EL	KCWP4	Process- Develop and use a tracking system for monitoring student progress by learning intentions/standards. System for tracking standard attainment weekly (starting with ELA	Grade Level Data Spreadsheets	

Progress, Achievement Gap		standards)		
<b><u>Progress Monitoring</u></b>				

<b>Instructional Delivery</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP2	Practice- Students have an opportunity to unpack standards (teachers will review the learning intention, define academic vocabulary, using an individual checklist prior to an during instruction to monitor teaching)	Classroom Observation  Grade Level Plans	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP2	Practice- Teachers will review with students visible success criteria within each learning intention that students can reference throughout instruction.	Classroom Observations Grade Level Plans	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP2	Practice- Plan and implement oracy strategies (intentional planning of oracy activities by grade level teams)	Observations  Grade Level Plans	
Achievement Gap	KCWP5	Practice- Provide behavior specific praise and reinforcement. Implement and commit to scheduled monitoring efforts in accordance with continuous improvement needs.	Observations  Student Behavior Plans and Charts	
Achievement Gap	KCWP5	Practice- Identify curricular modification needs and front load concepts where high levels of prerequisite skills are identified.	Special Education Teacher Lesson Plans	

			EL Teacher Lesson Plans Observations	
Achievement Gap	KCWP5	Practice- Incorporate knowledge of best practice and high yield strategies to match individual student needs and increase achievement.	Special Education Teacher Lesson Plans EL Teacher Lesson Plans Observations	
Achievement Gap	KCWP4	Practice- Create opportunities for students to receive and offer feedback during learning; opportunities for students to set learning goals and self-assess.	Special Education Teacher Lesson Plans EL Teacher Lesson Plans Observations	
<b><u>Progress Monitoring</u></b>				

<b>Allocation of Resources</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Achievement Gap	KCWP5	Condition- Allocate human resources and modify master schedule to better meet the needs of students with IEPs and PSPs leads to: <ul style="list-style-type: none"> <li>- Teaching small interactive groups</li> <li>- Greater opportunities for co-teaching</li> <li>- Teaching content in multiple ways</li> <li>- Providing immediate feedback</li> <li>- Teaching self-regulation and self-monitoring</li> </ul>	Master Schedule	District Staffing Allocation (all special education staffing needs are allocated as determined by student IEPs)

<b><u>Progress Monitoring</u></b>				

<b>Quality of School Climate and Safety</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	KCWP6	Practice- Ensure expectations of students are clearly defined and group norms have been established in the classroom and school <ul style="list-style-type: none"> <li>- Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school</li> </ul>	Beginning of school plans  Midyear plans  Morning announcements	
Quality of School Climate and Safety	KCWP6	Process- Ensure implementation of character education practices (respectful, responsible, safe) <ul style="list-style-type: none"> <li>- Monthly character trait recognitions</li> <li>- Daily instruction of positive traits using Caring Schools Community</li> <li>- Monthly PBIS celebrations/recognitions</li> <li>- Small group instruction with various programs for T2 and T3 students as determined by data</li> </ul>	Eos Behavior Platform	
Quality of School Climate and Safety	KCWP6	Process- Ensure effective implementation of anti-bullying policies and procedures	Begining of year school plans  PLP  Eos Behavior	



			Platform	
Quality of School Climate and Safety	KCWP6	Process- Ensure that classrooms operate within the school's guidelines of cultural responsiveness <ul style="list-style-type: none"> <li>- Morning announcements with recognition of achievements within diverse cultures</li> <li>- Purchasing diverse school library books and resources</li> <li>- Celebrating diverse cultures during Title 1 nights</li> </ul>	Morning Announcements  Libray Catalog  Title 1 Agenda	
<b><u>Progress Monitoring</u></b>				

## Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring

**Year 3 Focus Areas**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				



# CVE 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

2022-23 Phase Four: Professional Development Plan for Schools for School Year  
2023-2024

**Cardinal Valley Elementary School**  
**Kevin Disney**  
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## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

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. Each school and local district professional development plan shall contain the following 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

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](#).

1. What is the school's mission?

The mission of Cardinal Valley Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

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.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

PLC's and Accelerated Learning

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Our academic goals center on student performance in academic areas including increasing proficiency rates and reducing novice rates in reading, math, science, social studies and writing.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See Attachment

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

See Attachment

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See Attachment

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

See Attachment

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

See Attachment

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

See Attachment

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See Attachment

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See Attachment

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

See Attachment

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See Attachment



5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

See Attachment

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

See Attachment

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

See Attachment


5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See Attachment

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. 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)
 Cardinal Valley School-Based Professional Learning Plan 23-24		<ul style="list-style-type: none"><li></li></ul>