

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

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

 Cardinal Valley School Key Elements Template

Attachment Summary

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

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
<p>By 2023, Cardinal Valley Elementary will increase P/D in Reading to 31.5%.</p> <p>By 2023, Cardinal Valley Elementary will increase P/D in Math to 30%.</p>	<p>By 2024, Cardinal Valley Elementary will increase P/D in Reading to 46%.</p> <p>By 2024, Cardinal Valley Elementary will increase P/D in Math to 43%.</p>	<p>By 2025, Cardinal Valley Elementary will increase P/D in Reading to 60%.</p> <p>By 2025, Cardinal Valley Elementary will increase P/D in Math to 55%.</p>

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

Achievement Gap Objectives		
Year 1	Year 2	Year 3

<p>By 2023, Cardinal Valley Elementary will reduce the percentage of students with IEPs scoring in the novice range in reading from 75% to 37.5%.</p> <p>By 2023, Cardinal Valley Elementary 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, Cardinal Valley Elementary will reduce the percentage of EL students scoring in the novice range in reading from 55% to 27%.</p> <p>By 2023, Cardinal Valley Elementary will reduce the percentage of EL students scoring in the novice range in math from 65% to 33%.</p>	<p>By 2024, Cardinal Valley Elementary will reduce the percentage of students with IEPs scoring in the novice range in reading from 37.5% to 19%.</p> <p>By 2024, Cardinal Valley Elementary 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 Cardinal Valley Elementary will reduce the percentage of EL students scoring in the novice range in reading from 27% to 14%.</p> <p>By 2024, Cardinal Valley Elementary will reduce the percentage of EL students scoring in the novice range in math from 33% to 16%.</p>	<p>By 2025, Cardinal Valley Elementary will reduce the percentage of students with IEPs scoring in the novice range in reading from 19% to 9%.</p> <p>By 2025, Cardinal Valley Elementary 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, Cardinal Valley Elementary will reduce the percentage of EL students scoring in the novice range in reading from 14% to 7%.</p> <p>By 2025, Cardinal Valley Elementary 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
<p>By 2023, Cardinal Valley Elementary will grow 59% of EL students by at least .5 in their composite score as measured by ACCESS.</p>	<p>By 2024, Cardinal Valley Elementary will grow 80% of EL students by at least .5 in their composite score as measured by ACCESS.</p>	<p>By 2025, Cardinal Valley Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>

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%.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

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

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

Allocation of Resources				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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"> - Teaching small interactive groups - Greater opportunities for co-teaching - Teaching content in multiple ways - Providing immediate feedback - Teaching self-regulation and self-monitoring 	Master Schedule	District Staffing Allocation (all special education staffing needs are allocated as determined by student IEPs)

<u>Progress Monitoring</u>				

Quality of School Climate and Safety				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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"> - Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school 	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"> - Monthly character trait recognitions - Daily instruction of positive traits using Caring Schools Community - Monthly PBIS celebrations/recognitions - Small group instruction with various programs for T2 and T3 students as determined by data 	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"> - Morning announcements with recognition of achievements within diverse cultures - Purchasing diverse school library books and resources - Celebrating diverse cultures during Title 1 nights 	Morning Announcements Libray Catalog Title 1 Agenda	
<u>Progress Monitoring</u>				

Year 2 Focus Areas

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

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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>				