

Cardinal Valley Elementary
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. The current level is 23%.

State Assessment Results in Math

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

State Assessment Results in Science

- By 2025, **Cardinal Valley Elementary** will increase Science proficiency and distinguished level to 45% as measured by KSA. The current level is 10%.

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. The current level is 15%.

State Assessment Results in Combined Writing

- By 2025, **Cardinal Valley Elementary** will increase Combined Writing proficiency and distinguished level to 60% as measured by KSA. The current level is 21%.

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. The current level is 66%.

Quality of School Climate and Safety

- By 2025, **Cardinal Valley Elementary** will increase the quality of the school climate and safety index to 85% as measured by KSA. The current level is 79.4%.

Achievement Gap

- By 2025, **Cardinal Valley Elementary** will decrease the percentage of students with disabilities scoring novice in reading from 68% to 9%.
- By 2025, **Cardinal Valley Elementary** will decrease the percentage of students with disabilities scoring novice in math from 77% to 10%.
- By 2025, **Cardinal Valley Elementary** will decrease the percentage of EL students scoring novice in reading from 54% to 7%.
- By 2025, **Cardinal Valley Elementary** will decrease the percentage of EL students scoring novice in math from 62% to 8%.

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

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

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>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Cardinal Valley Elementary will grow 59% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, Cardinal Valley Elementary will grow 80% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Cardinal Valley Elementary 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%.

[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

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,	KCWP4	Process- Develop and use a tracking system for monitoring student progress by learning	Grade Level Data Spreadsheets	

Science, Combined Writing, EL Progress, Achievement Gap		intentions/standards. System for tracking standard attainment weekly (continuing deconstruction of ELA standards, added in math)		
<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	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP2	Practice- Plan and implement Thinking Maps strategies school-wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map	Observations Grade Level Plans Student work	

Reading	KCWP2	Practice- Explicit instruction in reading foundation skills using a clear scope and sequence in grades K-2.	Observations Grade Level Plans Student work	
Math	KCWP2	Practice- Explicit instruction in math foundation skills using data from the KCM math fluency assessments to determine scope and sequence. Students will have access to conceptual math strategies through the use of Investigations Daily Routines/10-minute math, small group instruction, and manipulatives.	Observations Grade Level Plans Student work	
Writing	KCWP2	Practice- Writing committee meets to deconstruct writing composition standards, trains the staff on implementing high-yield writing strategies, and school-wide vertical alignment. Students will receive explicit instruction in writing skills via mini-lessons, writer's workshop, and conferences. Teachers created writing rubrics and exemplars to share with students.	Observations Grade Level Plans Rubrics Exemplars Student work	
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 practices 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	

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)

Allocation of Resources

Progress Monitoring

Quality of School Climate and Safety

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School	KCWP6	Practice- Ensure expectations of students are	Beginning of school	

Climate and Safety		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 	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	Beginning 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 Library Catalog Title 1 Agenda	
Quality of School Climate and Safety	KCWP6	Practice- Teachers were trained and implement the Restorative Justice framework.	Observations	
<u>Progress Monitoring</u>				

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response: Administrators receive biweekly training provided by district specialists focused on improving student achievement, school climate, and review of educational trends and research. This new learning is brought back to the staff and discussed during PLCs or faculty meetings.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: The administration conducts a needs assessment in the spring of every year. The data collected is used to adjust the budget and staffing allocations for human, materials, digital, and fiscal resources to ensure resource allocations are based on the current data.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: During PLCs stakeholders engage in individualized goal setting for students and have them take part in this process. Students are made aware of their academic goals and asked to develop a pathway for meeting these goals. Educators use data to implement small groups that focus on acceleration rather than remediation to give at-risk students additional opportunities to access grade-level curriculum. This process is used for all students enrolled at CVE, including underperforming subgroups. Stakeholders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion through the implementation of a one-way dual language program that services heritage Spanish speakers. This program is designed to develop biliteracy in students who are prepared to be bilingual and biliterate as they enter the workforce after graduation. This program services the majority of the English language learners at Cardinal Valley. EL teachers participate in monthly professional learning workshops offered by district specialists. Their new learning is shared with the staff during PLCs or faculty meetings. Once KSA data is released 3rd-5th grade teachers, in conjunction with administration, coaches, EL teachers, and SPED teachers, conduct a deep-dive into the data to determine what students scored on KSA, what they have scored on diagnostic assessments and universal screeners, and which supports can be put into place to increase novice reduction.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: The areas of need identified by the analysis of academic and non-academic data are PLCs, Instructional Delivery, Quality of School Climate and Safety. The evidence-based practices that we will incorporate to specifically target students with disabilities and English learners plus monitored are: training staff to create standards-based assessments, utilizing success criteria with students, implementing oracy strategies, and Thinking Maps. In addition, teachers will be engaging in explicit instruction in foundational skills using a clear scope and sequence for Reading, Writing, and Math. We will also support student achievement by providing behavior-specific praise and reinforcement, committing to schedule monitoring efforts, identifying curricular modification needs, and front-loading concepts where high levels of pre-requisite skills are required. Educators incorporate knowledge of best practices and high-yield strategies to match individual student needs to increase student achievement, such as creating opportunities for students to receive and offer feedback during learning and opportunities for students to set learning goals and self-assess. To address the Quality of School Climate and Safety staff members ensure expectations of students are clearly defined and group norms have been established. There is intentional instruction of behaviors in all areas multiple times a year using visual reminders (posters/banners/slide decks). There are opportunities for students to be recognized and rewarded for their positive behavior multiple times a year. If students need additional support in behavior tiered supports are provided by behavioral specialists. In addition, teachers were trained to implement a Restorative Justice framework. In conjunction with the PBIS efforts, the staff ensures classrooms operate with the district guidelines of cultural responsiveness by purchasing diverse books and resources and celebrating diverse cultures during Title 1 nights.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to gather student learning data and analyze data for enrichment/reteaching. Train staff to create standards-based formative assessments and unit assessments.	Fisher, D., Frey, N., Almarode, J. T., Flories, K., & Nagel, D. (2019). <i>PLC+: Better decisions and greater impact by design</i> . Corwin.	<input type="checkbox"/>
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). Teachers will review with students visible success criteria within each learning intention that students can reference throughout instruction.	Fisher, D., Frey, N., Amador, O., & Assof, J. M. (2018). <i>The teacher clarity playbook grades K-12: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction</i> . Corwin.	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Plan and implement oracy strategies (intentional planning of oracy activities by grade level teams)	Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., & Soltero-Gonzalez, L. (2013). <i>Biliteracy from the start: Literacy squared in action</i> . Brookes Publishing.	<input type="checkbox"/>
Plan and implement Thinking Maps strategies school-wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map	Reilly, J.M., & Ross, S. M. (2019). <i>The effects of thinking maps in raising student achievement: A retrospective study of outcomes from implementing schools</i> . Center for Research and Reform in Education (CRRE) Johns Hopkins University. https://www.thinkingmaps.com/cdn/JHU-CRRE-Evaluation-of-Thinking-Maps.pdf	<input type="checkbox"/>
Explicit instruction in reading foundation skills using a clear scope and sequence in grades K-2.	Lane, H. B., & Contesse, Valentina. (2022). <i>UFLI foundations: An explicit and systematic phonics program</i> . Ventris Learning.	<input type="checkbox"/>
Explicit instruction in math foundation skills using data from the KCM math fluency assessments to determine scope and sequence. Students will have access to conceptual math strategies through the use of Investigations Daily Routines/10-minute math, small group instruction, and manipulatives.	Kentucky Center for Mathematics. (n.d.). <i>KCM fluency assessments: K-5</i> . https://kentuckymathematics.org/course_fa.php Savvas Realize. (2017). <i>Investigations 3 common core: Grades K-5</i> . https://www.savvasrealize.com/#/	<input type="checkbox"/>
Writing committee meets to deconstruct writing composition standards, trains the staff on implementing high-yield writing strategies, and school-wide vertical alignment. Students will receive explicit instruction in writing skills via mini-lessons, writer's workshop, and conferences. Teachers created writing rubrics and exemplars to share with students.	Fisher, D., Frey, N., Amador, O., & Assof, J. M. (2018). <i>The teacher clarity playbook grades K-12: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction</i> . Corwin.	<input type="checkbox"/>
Provide behavior-specific praise and reinforcement. Implement and commit to scheduled monitoring	Hattie, J. (2008). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i> . Routledge.	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
efforts in accordance with continuous improvement needs.		
Identify curricular modification needs and front-load concepts where high levels of prerequisite skills are identified.	Hattie, J. (2008). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i> . Routledge.	<input type="checkbox"/>
Incorporate knowledge of best practices and high-yield strategies to match individual student needs and increase achievement.	Hattie, J. (2008). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i> . Routledge.	<input type="checkbox"/>
Create opportunities for students to receive and offer feedback during learning; opportunities for students to set learning goals and self-assess.	Hattie, J. (2008). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i> . Routledge.	<input type="checkbox"/>
<p>Ensure expectations of students are clearly defined and group norms have been established in the classroom and school</p> <ul style="list-style-type: none"> - Intentional instruction of behaviors in all areas at the beginning of the school year and after breaks, visual reminders (posters/banners) throughout school 	Center on PBIS. (n.d.). <i>Positive behavioral interventions and supports</i> . https://www.pbis.org/	<input type="checkbox"/>
<p>Ensure implementation of character education practices (respectful, responsible, safe)</p> <ul style="list-style-type: none"> - Monthly character trait recognitions - Daily instruction of positive traits using Caring Schools Community - Monthly PBIS celebrations/recognitions 	Center on PBIS. (n.d.). <i>Positive behavioral interventions and supports</i> . https://www.pbis.org/	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
<ul style="list-style-type: none"> - Small group instruction with various programs for T2 and T3 students as determined by data 		
Ensure effective implementation of anti-bullying policies and procedures	Center on PBIS. (n.d.). <i>Positive behavioral interventions and supports</i> . https://www.pbis.org/	<input type="checkbox"/>
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 	Gay, G. (2018). <i>Culturally responsive teaching: Theory, research, and practice</i> (3rd ed.). Teachers College Press.	<input type="checkbox"/>
Teachers were trained and implement the Restorative Justice framework.	Costello, B., Watchtel, J., & Wachtel, T. (2019). <i>Restorative circles in schools: A practical guide for educators</i> (2nd. ed.). IIRP.	<input type="checkbox"/>
		<input type="checkbox"/>

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>				



2023-2024 Cardinal Valley Elementary Phase One: Executive Summary for Schools

2023-2024 Phase One: Executive Summary for Schools

Cardinal Valley Elementary School

Kevin Disney

218 Mandalay Rd

Lexington, Kentucky, 40504

United States of America

2023-2024 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 2022-2023, 74% 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 seventh 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 Stakeholders

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

Some of our stakeholder groups include SBDM, SBDM Committees, FRC Advisory, FACE, and PTA. The school ensures stakeholder involvement and engagement by keeping the focus on meeting the needs of our students. Our SBDM meets monthly and includes admin, teachers, and parents. They are focused on student achievement and improving instruction. Our SBDM Committees meet with monthly charges. Our FRC Advisory collaborates to meet students' and families' needs. Our Family and Community Engagement (FACE) Liaison and Title I Lead supports family involvement and engagement with two way communication, open spaces, family education, and community support/partnerships. Our

School's Purpose

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

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. In addition, Cardinal Valley Elementary was recognized as a 2023 Green Ribbon School by the US Department of Education.

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

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.



2023-2024 Cardinal Valley Elementary Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Cardinal Valley Elementary School

Kevin Disney

218 Mandalay Rd

Lexington, Kentucky, 40504

United States of America

Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

2023-24 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 2021-2022 data the 3rd-5th grade students did make improvements in reading and science. We also made gains 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - The number of office discipline referrals decreased from 228 in 2021-2022 to 173 in 2022-2023.
 - From 2021-2023 there was a 6% increase in the percentage of students scoring Proficient or Distinguished on KSA in Reading.

- From 2021-2023 there was a 5% increase in the percentage of students scoring Proficient or Distinguished on KSA in Science.
- From 2021-2023 there was a 13% decrease in the percentage of students scoring Novice in Combined Writing on KSA.
- Since 2020, there has been a 22.8% decrease in the percentage of students scoring Novice in Reading on KSA.
- Since 2021, the accountability index for students with a disability has increased by 6.3 points.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - 23% of students scored Proficient or Distinguished in Reading on KSA.
 - 17% of students scored Proficient or Distinguished in Math on KSA.
 - 21% of students scored Proficient or Distinguished in Combined Writing on KSA.
 - Our overall index score on Quality of School Climate and Safety was 79.4 which was in the high range.
 - The number of office discipline referrals decreased from 228 in 2021-2022 to 173 in 2022-2023.

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 math, meaning 83% of our students scored below proficiency in this area on the KSA. Using MAP scores from fall 2023 we are predicted to be 15% proficient/distinguished in grades 3-5 in math and 17.2% proficient and distinguished in reading cumulatively.

Students with a disability had an overall academic index of 25.6.

15% of students scored proficient or distinguished in Social Studies on KSA.

10% of students scored proficient or distinguished in Science on KSA.

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 79.4 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 46 in 2022-2023. 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 2022-2023 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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)


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 directly below.**

ATTACHMENTS

Attachment Name

 CVE School Key Elements

8. 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 District 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023-2024 CVE School Key Elements		•
 CVE School Key Elements		• 7



2023-2024 Cardinal Valley Elementary Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

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

Table of Contents

<u>2023-24 Phase Two: School Assurances</u>	3
---	---

2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

- No
- N/A

COMMENTS

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

- Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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)
-----------------	-------------	--------------------

FCPS Professional Learning Plan 2023-2024
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2022-2023 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Cardinal Valley

District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School 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.

Focus Area 1

PLCs: Cardinal Valley will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do- Focus on Learning)

Focus Area 2

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

How do the identified top two focus areas requiring professional learning relate to district goals?(Respond Below)

Strategic Plan Priority Areas are:

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**

Describe Strategic Plan Priority Areas:

The identified focus areas (PLCs and Accelerated Learning) are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress.

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Post-secondary Readiness
- Graduation Rate.

(Response Required) Describe CDIP alignment:

The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress.

Professional Learning Development Tools

FCPS Professional Learning Timeline Brief 2023-2024	FCPS Professional Learning Timeline 2023-2024 At-A-Glance
FCPS Logic Model	FCPS Monitoring and Evaluation Framework
Core Elements of a Professional Learning Plan	

Focus Area 1

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 1 Objectives

<p>Short-Term Changes:</p> <p>Knowledge: Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.</p>	<p>Long-Term Changes:</p> <p>Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.</p>
<p>Knowledge: Teachers and school administrators develop an understanding of the Four Critical PLC Questions.</p>	<p>Skill: Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.</p>
<p>Knowledge: Teachers and school administrators will develop an understanding of the Professional Learning Communities at Work Continuum.</p>	<p>Skill: Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.</p>
<p>Knowledge: Teachers and school administrators will develop an understanding of the Three PLC Big Ideas.</p>	<p>Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.</p>

Knowledge: Teachers and school administrators will develop an understanding of the **PLC+ Framework** and associated **Five Key Questions**.

Skill: Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.

Focus Area 1 Intended Results **Response Required**

Student Outcomes:

- By 2024, Fayette County Public Schools will increase Reading proficient and distinguished in Elementary School to 62% as measured by KSA. Currently Elementary School is 48%.
- By 2024, Fayette County Public Schools will increase Math proficient and distinguished proficient and distinguished in Elementary School to 56% as measured by KSA. Currently Elementary School is 42%.
- By 2024, Fayette County Public Schools will increase Science proficient and distinguished proficient and distinguished in Elementary School to 45% as measured by KSA. Currently Elementary School is 31%.
- By 2024, Fayette County Public Schools will increase Social Studies proficient and distinguished proficient and distinguished in Elementary School to 53% as measured by KSA. Currently Elementary School is 39%.
- By 2024, Fayette County Public Schools will increase Combined Writing proficient and distinguished proficient and distinguished in Elementary School to 55% as measured by KSA. Currently Elementary School is 41%.
- By May 2024, Fayette County Public Schools will decrease **Reading** Novice in
 - **Elementary School Reading**
 - African American Students to 25%,
 - English Learners to 24%, and
 - Students with Disabilities to 27%;
- By May 2024, Fayette County Public Schools will decrease **Math** Novice in
 - **Elementary School Math**
 - African American Students to 26%,
 - English Learners to 25%, and
 - Students with Disabilities to 30%;
- By 2024, 100% of EL students will grow by at least .5 in their composite score.

- By 2024, Fayette County Public Schools will increase the Quality of School Climate and Safety index to 90.9% as measured by KSA. Current level at Cardinal Valley Elementary is 78.6%.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

Focus Area 1 Monitoring (Response Required)

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. Collaborative teams will complete the PLC Continuum Self-Assessment
 - ii. Teachers, school administrators
 - iii. Two times a year (beginning and end of year)

- i. Schools must have a PLC monitoring plan/feedback form
 - ii. Teachers, school administrators
 - iii. Quarterly

- i. Professional learning agenda
 - ii. Teachers, school administrators
 - iii. Each meeting as appropriate

- i. Collaborative teams will provide access to their meeting notes and agendas
 - ii. Teachers, school administrators
 - iii. Each meeting

- i. Site visit feedback form
 - ii. Principals, chiefs
 - iii. Twice yearly

- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive
 - ii. Teachers, school administrators
 - iii. Each meeting as needed

- i. Student work analysis protocols, curriculum pacing, common assessment data
 - ii. Teachers, school administrators
 - iii. Each meeting as needed

- i. Student monitoring tools and processes
 - ii. Teachers, school administrators
 - iii. Each meeting as needed

- i. Literacy integration - unit frameworks

- ii. Teachers, school administrators
- iii. Each meeting as needed

This monitoring information will be housed in the school's Google Drive for each grade level and will ensure:

- Everything related to PLCs is in one place, per grade level
- collective accountability through a structure
- centralized information for grade levels

Focus Area 1 Indicators of Success (Please describe in detail.) **(Response Required)**

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone—teachers, parents, students, peers working in other grade levels—can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

Monitoring Each Student’s Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for essential outcomes.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

Turning Data Into Information

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

Providing Students with Systematic Interventions and Extensions

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.

Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

Focus Area 1 Targeted Audience (Response Required)

Staff: principals, assistant principals, curriculum coach, teachers

Funding: Title II

Technology: PLC Shared Drive, FCPS Professional Learning Website, PLC Professional Learning Hub

Instructional Resources: FCPS PLC Framework, *PLC +: Better Decisions and Greater Impact by Design*, *The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning*, *The PLC + Facilitation and Activator's Guide*

Professional Learning Support from Vendors: N/A

Release Time: Time per grade level to deconstruct standard, outside the PLC specials time

Focus Area 1 Resources (Response Required)

Focus Area 1 Ongoing Supports for Implementation (Response Required)

FCPS will initiate phase two of our PLC work as a districtwide team including district administrators, specialists, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and an administrator retreat. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules.

1. OAS directors and specialists will collaborate with school administrators and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices established by tights and the integration of DEIB elements (district PLC priorities). This monitoring information will be housed in the professional learning website and will ensure:
 - Everything related to professional learning is in one place
 - Regular routing of employees of all role groups to the professional learning guiding documents and support materials
 - Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring documentation
 - collective accountability through a structure
 - centralized information for relevant role groups

2. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams professional learning and networking opportunities to develop their skills on co-constructing success criteria aligned to essential standards with learners to engage them in learning and increase self-efficacy.
3. OAS directors and specialists will provide principals, APs, ITLs and PLC teams tools to analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning, and assessment practices.
4. OAS directors and specialists will collaborate with Principals, APs, ITLs and teacher leaders to develop tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth.
5. OAS directors and specialists will provide professional learning on processes to integrate literacy standards across content areas; create varied approaches to creating and communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.
6. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams professional learning and networking opportunities through the initiation of stage 1 of the *PLC +: Better Decisions and Greater Impact by Design* book study specifically emphasizing collective efficacy and establishing a balance for the planning and implementation of student learning as well as our own professional learning. **(This responsive professional learning opportunity will be offered for schools who self-assess as developing and sustaining for the PLC indicating that the foundational elements are present within the PLC. Schools who self-assess below developing and sustaining will receive responsive support based on a continuum of support.)**
7. School administrators will meet as triads three times a year to showcase PLC implementation and to give and receive collegial feedback. This will serve as a calibration mechanism, a time to learn, and a time to share ideas utilizing districtwide processes and protocols.

Focus Area 2

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

Focus Area 2 Objectives **(Response Required)**

<p>Short-Term Changes:</p> <p>Knowledge: Teachers and school administrators develop an understanding of the district-developed frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.</p>	<p>Long-Term Changes:</p> <p>Behavior: Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.</p>
<p>Knowledge: Teachers and school administrators learn strategies for differentiation.</p>	<p>Behavior: Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.</p>

Knowledge: Teachers and school administrators develop an understanding of culturally responsive teaching.

Behavior: Teachers use culturally responsive teaching as a framework for changing educational outcomes for multilingual learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.

Knowledge: Teachers and school administrators develop an understanding of how to implement the initial components of a systems approach to continuous improvement as the most efficient and effective way to improve student outcomes.

Behavior: Teachers use a systems approach to continuous improvement to improve student outcomes.

Focus Area 2 Intended Results (Response Required)

Student Outcomes:

- By 2024, Fayette County Public Schools will increase Reading proficient and distinguished in Elementary School to 62% as measured by KSA. Currently Elementary School is 48%.
- By 2024, Fayette County Public Schools will increase Math proficient and distinguished proficient and distinguished in Elementary School to 56% as measured by KSA. Currently Elementary School is 42%.
- By 2024, Fayette County Public Schools will increase Science proficient and distinguished proficient and distinguished in Elementary School to 45% as measured by KSA. Currently Elementary School is 31%.
- By 2024, Fayette County Public Schools will increase Social Studies proficient and distinguished proficient and distinguished in Elementary School to 53% as measured by KSA. Currently Elementary School is 39%.
- By 2024, Fayette County Public Schools will increase Combined Writing proficient and distinguished proficient and distinguished in Elementary School to 55% as measured by KSA. Currently Elementary School is 41%.
- By May 2024, Fayette County Public Schools will decrease **Reading** Novice in
 - **Elementary School Reading**
 - African American Students to 25%,
 - English Learners to 24%, and
 - Students with Disabilities to 27%;
- By May 2024, Fayette County Public Schools will decrease **Math** Novice in
 - **Elementary School Math**

- African American Students to 26%,
 - English Learners to 25%, and
 - Students with Disabilities to 30%;
- By 2024, 100% of EL students will grow by at least .5 in their composite score.
- By 2024, Fayette County Public Schools will increase the Quality of School Climate and Safety index to 90.9% as measured by KSA. Current level at Cardinal Valley Elementary is 78.6%.

Educator Beliefs:

- Educators believe in equity of access and opportunity.

Educator Practices:

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Focus Area 2 Monitoring(Response Required)

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. Navigator website & ADAM Platform
- ii. Teachers, school administrators
- iii. Weekly

- i. TLI and New Teacher Orientation training materials and attendance
- ii. Teachers, school administrators
- iii. Per meeting

- i. Grade Level meeting documents and products

- ii. Teachers, school administrators
- iii. every 4-6 weeks

- i. Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data, common assessment data, text level data)
 - ii. Teachers, school administrators
 - iii. weekly, biweekly, and monthly

Focus Area 2 Indicators of Success (Please describe in detail.) **(Response Required)**

Culturally Responsive Teaching for Multilingual Learners

Guiding Principle #1: Culturally responsive teaching is assets-based.

- Administrators, teachers, and staff pronounce students' names correctly.
- Administrators, teachers, and staff show interest in students' home languages by learning a few words or phrases.
- Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.
- The school puts supports in place to help students and their families overcome obstacles that may get in the way of student learning or family participation.
- Students' cultural, historic, and linguistic backgrounds are incorporated into instruction.

Guiding Principle #2: Culturally responsive instruction simultaneously supports and challenges students.

- MLs are taught grade-level content and texts. Instructional texts include a balance of grade-level texts and texts at students' reading and language levels.
- Instructions and materials are appropriately scaffolded so MLs are able to access and engage with grade-level content and texts.
- MLs have access to and the support needed to be successful in gifted, honors, and/or college preparatory classes.
- Instruction includes activities that require students to consider alternative ways of understanding information and push students to challenge the status quo.
- Instruction includes activities that foster critical thinking and reflection.

Guiding Principle #3: Culturally responsive teaching places students at the center of the learning.

- Classroom activities frequently include structured pair and small-group work.
- Students and teachers develop the classroom norms and expectations together.

- MLs are given choice in their learning.
- MLs are given opportunities to speak and write about their lives and people and events that are important to them.
- MLs are involved in goal setting and assessment through the use of student goal sheets, checklists, peer-editing activities, and teacher-student, or student-student conferencing.

Guiding Principle #4: Culturally responsive teaching leverages students' linguistic and cultural backgrounds.

- Multilingual materials and resources are incorporated throughout the curriculum and school.
- Teachers use a variety of instructional strategies to assess, activate, and build MLs' background knowledge.
- Lessons and units include perspectives of individuals that come from students' home cultures.
- Lessons include opportunities for MLs to use bilingual resources and home languages.
- Leaders and role models for ML communities are included in the learning

Guiding Principle #5: Culturally responsive teaching unites students' schools, families, and communities.

- The school visually demonstrates a commitment to multicultural families and students.
- Interpreters are provided at school events.
- Educators use a variety of tools to communicate with ML families.
- School administration looks for ways to remove barriers that might prevent ML families from participating.
- ML family members are actively involved with school committees or organizations that are open to parents.

Continuous Classroom Improvement

Leadership and Planning- The teacher has established and clearly communicated specific directions for the classroom and individual students.

Level1:

- The teacher actively supports and models the approach to continuous improvement.
- The classroom mission statement has been jointly developed, communicated, and is used to guide classroom priorities and decisions.
- Classroom goals are aligned to school goals and standards, and address areas of the greatest need.
- Short-term learning targets are displayed and/or clearly communicated.
- Expectations for all students to demonstrate proficiency are evident.

Data Systems- The teacher and students use data to monitor and report classroom and individual student progress.

Level1:

- Progress monitoring charts for class goals are displayed and current when appropriate.
- Progress monitoring charts for class goals showing anonymous individual student data are displayed when appropriate.

Workforce Focus- Students are actively engaged and recognized for contributions toward progress.

Level 1:

- Students are engaged in clarifying the classroom short-term learning targets and strategies.
- Students frequently participate in the classroom plus/delta process and implementing solutions.

Operations Focus- The teachers and students regularly and frequently use a classroom continuous improvement process.

Level 1:

- The Plan-Do-Study-Act Cycle (PDSA) is the basis for the classroom continuous improvement process.
- The steps of the PDSA Cycle for the learning targets are evident to students.
- The frequency and time allotted for the improvement cycle (PDSA) is appropriate for the age of the students and learning target.

Results- Classroom and student progress is documented.

Level 1:

- Progress toward classroom goal achievement is evident and displayed and/or clearly communicated.
- The class is making progress toward developing classroom learning system indicators.

Focus Area 2 Targeted Audience(Response Required)

The targeted audience is principal, assistant principal, curriculum coach, and teachers.

Focus Area 2 Resources (Response Required)

Staff: principal, assistant principal, teachers

Funding: Title II, CCEIS

Technology: Navigator, Culturally Responsive Teaching for Multilingual Learners Hub, Continuous Classroom Improvement Hub, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: *Continuous Classroom Improvement: First Steps in Using a Systems Approach to Improve Learning Results*, *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: Jim Shipley and Associates

Focus Area 2 Ongoing Supports for Implementation (Response Required)

FCPS will initiate phase two of our accelerated learning work as a districtwide team including district administrators, specialists, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and an administrator retreat. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules.

1. OAS (Teaching and Learning) directors and specialists will provide ongoing professional learning focusing on the utilization of the district-developed curriculum frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging. A continuum of support will be utilized to ensure responsive coaching based on school-specific needs assessment and a learning hub website will be designed and implemented.
2. OAS directors and specialists will provide ongoing professional learning focusing on the utilization of identified gap data and aligned curriculum to differentiate supports to improve outcomes for students. Data will be used to inform coaching and actionable feedback.
 - OAS (Multilingual Learners) director and specialists will initiate Stage 2 of the *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* with elementary schools. Stage 1 will initiate for Pre-K, middle, and high schools. This will ensure Pre-K -12 vertical alignment.
 - OAS directors and specialists will initiate Continuous Classroom Improvement(CCI). OAS specialists will be certified as trainers. The specialists will then be prepared to support learning networks and responsive support based on a continuum of support and school-specific needs

assessments. Universal Design for Learning (UDL) will be implemented by schools who have evidence of a sustainable CCI system.

- OAS (MTSS) director and specialists will provide ongoing MTSS professional learning utilizing a continuum of support to ensure responsive coaching based on needs assessments.
- OAS (Assessment) director and specialists will provide ongoing professional learning ensuring a balanced assessment system through the utilization of a continuum of support and responsive coaching based on school-specific needs assessment.

Optional Extension