

CARDINAL VALLEY ELEMENTARY
SCHOOL
IMPROVEMENT PLAN
2006-2008

*The mission of Cardinal Valley Elementary is
To provide a high quality education and teach life long learning for all
students in a safe and supportive environment.*

SBDM Council Approval Date

Ivonne Beegle, Principal

Teacher Representative	Rebecca Epperson Teacher
Teacher Representative	Tiffany Disponette Teacher
Teacher Representative	Diana Smith Teacher
Parent Representative	Brenda Stamper Parent
Parent Representative	Alejandra Madrigal Parent
Other	Karen Crowe Classified Rep

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

PLAN SUMMARY:

Following a scholastic audit in the fall of 2004, Cardinal Valley Elementary formed an Instructional Leadership team comprised of the principal, PSA, academic coaches, Highly Skilled Educator (HSE), and special education facilitator. This leadership team is still in effect and meets on a regular basis. In addition, a collaborative Service team between the district and school has been created to move Cardinal Valley toward proficiency, by supporting the school initiatives of reducing barriers to learning. The School Leadership Team comprised of teachers from varying grade levels and subject areas has been created to foster leadership and serve as leaders throughout the school. Together these teams worked to develop the CSIP, which reviewed the previous plan and continues as a living document throughout the 2007-2008 School year. Implementation and Impact checks were conducted to address the progress of the plan. Four standing committees, based on the Standards and Indicators for School Improvement made necessary revisions to the document, nominal voting by the staff prioritized needs, and then a draft went to SBDM for approval.

Members/Representative Groups Who Served on Planning and Needs Assessment Teams:

School Administrators: Ivonne Beagle, Principal

SAM: Larry Donithan

Literacy Coach: Stacy Haraldson

Sp. Ed. Facilitator: Jennifer Weis

Standing Committees: Efficiency , Learning Environment, Leadership, Academic Performance
Technology and Professional Development

Climate, Equity and Parent Involvement

How the Needs of the School or District Were Determined:

The above-mentioned teams used information gathered from the Scholastic Audit Report of 2004, and followed the recommendations as stated in the report. Leadership and staff analyzed the KPR of 2006 in order to address strengths and weaknesses and reviewed Best Practices in Mathematics. Standards and Indicators for School Improvement were used to help form goals and objectives. Leadership used the results of staff feedback that was collected at periodic staff meetings and professional development activities.

Best Practices in Classroom Instruction along with staff surveys were used to gather information and recommendations for school improvement.

Parents and public also gave information regarding needs of school through the following:

- Parent committee representatives

- Parent survey results from Family Resource Center, 2004 Scholastic Audit, and Title 1 needs assessments

- One Community One Voice Initiative Activities

- Village Branch Public Library gave input through face to face interviews regarding community needs for addressing how to help students with homework and school projects

How Goals and Strategies Were Decided Upon:

The Leadership Team and School Improvement Team reviewed key findings/needs as stated in the Scholastic Audit, the 2006 KPR, KCCT 2007 data, and district and school assessment data, in order to prioritize the greatest needs of the school instructional program. Leadership teams, teachers and SBDM analyzed test results and identified targeted sub-populations in order to close the achievement gaps between all students.

What Implementation of the Plan is expected to achieve:

By using a "Gap Matrix" formula from the district, goals were set to close the achievement gap by 2008 and to promote all students to proficiency by 2014.

Expectations from the implementation of the plan are:

- Improved instruction, curriculum and assessment
- Improved student performance in all targeted gap populations
- Gap reduction for Hispanic and LEP students in reading and math
- Improved collaboration between teachers
- Improved monitoring of student outcomes through the analysis of student work
- Improved parent involvement and understanding of academic and behavioral expectations

What Process was Used for Internal Review of the Plan:

Standing Committees reviewed the following documents:

- 2006-2007 CSIP
- 2006, 2007 KPR reports in order to see trends in performance
- 2004 Scholastic Audit Findings and Recommendations

Those committees generated strategies and actions to improve teacher practices and student achievement in order to make revisions for the 2008 CSIP.

Leadership reviewed additional district and school assessment data in reading and mathematics and worked to formalize the revised plan.

The Leadership Committee, designated by council, reviewed the plan and made additional revisions and changes which went to SBDM Council for final review of the plan.

How public comment was secured and what response was made:

All staff received a copy of the plan with directions to notify ad-hoc committee members with any questions, concerns or ideas for further revision.

How Comprehensive Planning Will be Ensured in the Future:

The comprehensive plan will be implemented during the 2007-2008 school year. School committees, assigned responsible persons, and different component managers will monitor implementation of the plan and continue to collect data that is essential for the reevaluation of the plan to assure that goals are being met and that strategies are working.

The full staff will be involved in regular review of plan implementation and the impact on student performance. I and I reviews will be conducted periodically, and reports to SBDM will be used to monitor goals and progress of the plan. Revisions will be made to the plan based on I and I reviews.

COMMUNICATION PLAN

How will the Comprehensive Plan and Other Important Information Be Shared with Stakeholders?

The plan will be shared with:

- All Staff
- Family Resource Center Advisory Council
- PTA
- Community Partners
- School and Parent Communications from Principal
- Principal Forums
- In addition, the plan will be posted on the School Web Page.

How will Input Continue to be Gathered from Stakeholders?

Input will be collected during the school year through the following avenues:

- Three SB 168 Community Input Meetings
- Parent and Title 1 Surveys
- Annual Effective School Surveys for parents and staff
- Faculty and Staff Meeting

Action Component: Academic Achievement

District Name: Fayette

Component Manager : Stacy Haraldson, Literacy Coach

School Name: Cardinal Valley

Date :November 2007

Priority Need	Goal (Addresses the Priority Need)														
<p>According to the Spring 2006 Kentucky Performance Report, the school's Total Academic Index was 61.2. a 3.6 point overall decline. 2005 and 2004 both were at 64.8 and 64.2 points respectively. The school's growth accountability index falls below its goal point yet barely exceeds the assistance point of 63.4. Cardinal Valley's novice reduction rate is not meeting the novice reduction criteria under KAR 5:020 Section 8 (4).</p>	<p>By Spring 2008, the Academic Index of the Kentucky Performance Report will increase to 90 or greater and the percent Novice will be REDUCED by using school assessment data and resources effectively</p>														
Causes and Contributing Factors	Objectives with Measures of Success														
<p>According to Spring 2006 KCCT results, Cardinal Valley percentage of students scoring below the proficient/distinguished level in the following areas:</p> <table border="0"> <tr> <td>Reading: 53% below 2006</td> <td>42% 2007</td> </tr> <tr> <td>Math: 63% below 2006</td> <td>51% 2007</td> </tr> <tr> <td>Social Studies: 70% below 2006</td> <td>64% 2007</td> </tr> <tr> <td>Science: 75% below 2006</td> <td>51% 2007</td> </tr> <tr> <td>Writing: 87% below 2006</td> <td>59% 2007</td> </tr> <tr> <td>Arts & Humanities: 96% below 2006</td> <td>69% 2007</td> </tr> <tr> <td>PL/VS: 64% 2006</td> <td>48% 2007</td> </tr> </table>	Reading: 53% below 2006	42% 2007	Math: 63% below 2006	51% 2007	Social Studies: 70% below 2006	64% 2007	Science: 75% below 2006	51% 2007	Writing: 87% below 2006	59% 2007	Arts & Humanities: 96% below 2006	69% 2007	PL/VS: 64% 2006	48% 2007	<ul style="list-style-type: none"> Cardinal Valley Elementary School's instructional program will actively engage students in effective, varied, and research based practices so that 75% of the students tested will score proficient in reading, and math on the 2007 CATS test. <p>In order to meet our Gap Reduction Goals for 2007:</p> <ul style="list-style-type: none"> 28 of 51 4th grade Hispanic/LEP students will score proficient in reading <p>Other assessment goals will result in: 75% of primary students (K-3) perform on grade level in reading and math by 2008 as measured by school and district reading assessments.</p>
Reading: 53% below 2006	42% 2007														
Math: 63% below 2006	51% 2007														
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Academic Achievement Component And Implementation & Impact Form

(2006-2008 School Years)

Component Leader: Literacy Coach

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
<p>A.1 All K-5 Staff members will participate in 3 days (18 hours) of curriculum planning for the 2007-08 school year. The PD, Summer ('07) is designed to participate in long-range planning to align instructional units to core content. Grade level common assessments will also be constructed / revised using the KCCT template. All staff will also participate in PD planning through out the school year to be done on at least one Tuesday per month.</p>	<p>Implementation: Using the POS and Core content and FCPS curriculum map, each grade level or special area teacher will have standard-based objectives and outcomes and congruent instructional strategies and activities for each content area for the 2007-08 school year.</p>	<p>Principal, teachers and literacy coach</p>	<p>June 07- May 08</p>		<p>Prof. Dev Funds</p>		<p>PD has occurred and is going on through out this school year.</p>
	<p>Short-Term Measures of Success: The MAP test, ORQ's, learning checks and Grade test monitoring tool will be collected monthly at grade level meetings in order to monitor instructional progress.</p>						
	<p>Long-Term Measures of Success: KCCT , GRADE, MAP</p>						

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
<p>A.2 Teachers will participate in weekly grade level meetings focusing on job-embedded professional development, analyzing student work and collaboration on developing rigorous authentic assessments and to increase understanding of depth of Knowledge and higher order of thinking.</p>	<p>Implementation: Weekly meeting agendas and minutes will be kept by grade level chair to document common instructional plans and student assessment results.</p>	<p>Principal, teachers and literacy coach</p>	<p>Aug 06- May 08</p>	<p>NA</p>	<p>NA</p>		<p>Ongoing at every grade level. Meetings are pm Tuesday or Wednesday with literacy coach and or principal</p>
	<p>Short-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by weekly analysis of student performance on common reading assessments.</p>						
	<p>Long-Term Measures of Success: KCCT score will improve in reading. Number of students scoring P/D will increase while the number of students scoring Novice in reading will decrease.</p>						
<p>A.3 K-3rd grade students will receive a minimum of 90 minutes of uninterrupted instruction in Open Court and other instructional materials, with ongoing common CATS-like assessments and intervention, in accordance with the Read To Achieve Grant and Kentucky's reading standards.</p>	<p>Implementation: Teacher lesson plans will reflect 90 minute blocks for reading instruction. The instructional block will include time for whole group, small group and supplemental/intervention instruction</p>	<p>Principal, teachers and literacy coach</p>	<p>Aug 06- May 08</p>	<p>NA</p>	<p>NA</p>		<p>Ongoing 2007 index was 83.6 in reading</p>
	<p>Short-Term Measures of Success: Percentage of students on or above grade level on the GRADE, MAP and will increase by 15% in January as compared to Fall data and 15% in May as compared to January data</p>						
	<p>Long-Term Measures of Success: KCCT reading index will improve to 80.0 in 2007, 90 in 2008.</p>						

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
<p>A.4 Teachers will meet once each month during grade level time with the literacy coach and principal in order to review current assessment, walkthrough data and instructional strategies.</p>	<p>Implementation: Principal or literacy coach will perform weekly walkthroughs and communicate results to teachers. Monthly meetings will focus on a review of that data and implications for instruction.</p>	<p>Principal, teachers and literacy coach</p>	<p>March 07- May 08</p>		<p>Reg Staffing</p>		<p>Ongoing meetings and data feedback to teachers.</p>
	<p>Short-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by weekly analysis of student performance on common reading assessments.</p>						
	<p>Long-Term Measures of Success: Percentage of students scoring Proficient/Distinguished will increase as shown by weekly analysis of student performance on common reading assessments. Evidence of increased congruence and rigor in each teacher's instructional activities will be reflected in the walkthrough observations</p>						
<p>A.5. Our reading ESS will focus on our identified gap students (LEP) who are below proficiency in reading. Teachers will consult with district reading specialists in order to identify specific intervention strategies and materials to be utilized during instruction.</p>	<p>Implementation: Identified students will meet after school with teachers twice a week to work on deficits identified by MAP and Learning Check data.</p>	<p>Principal, teachers and ESS coordinator</p>	<p>Aug 06- May 08</p>	<p>Salary for staff</p>	<p>ESS</p>		<p>Ongoing- Students identified 11-07</p>
	<p>Short-Term Measures of Success: The percentage of participating students scoring Proficient on the MAP test will increase by 15% in Jan. and 15% in May.</p>						
	<p>Long-Term Measures of Success: A minimum of 75% of the students participating in ESS will score proficient on the MAP by May 2008.</p>						

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
<p>A.6 Students in 3rd, 4th and 5th grade will utilize the Successmaker Math program 2 times week for 20 minutes each session</p>	<p>Implementation: Each 3rd, 4th and 5th grade students will spend 20 minutes twice per week on the Successmaker program, over and above the classroom instructional math block. Teachers will track weekly/ monthly progress of student performance since the students' initial placement.</p>	<p>Teachers, and principal</p>	<p>Sept 06- May 08</p>	<p>NA</p>	<p>NA</p>		<p>Math KCCT for 2007 was 76.2. We need to make an 85 on 2008 KCCT</p>
	<p>Short-Term Measures of Success: Learning Check data in Sept., Nov. and Feb. will show an increased percentage of students scoring P/D in math.</p>						
	<p>Long-Term Measures of Success: KCCT math index will improve to 80 in 2007 and 85 in 2008.</p>						

**Learning Environment Component
And
Implementation & Impact Form
2006-2008 School Years)**

Component Leader: Instructional Coach, FRC Resource Director

Objective #1

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
L.1 Leadership and teachers will actively solicit parent involvement and support.	Implementation: School will host parent meetings whereby staff will present information to parents in a large group setting then parents will meet individually with each child's teacher in a conference type setting.	Teachers, PTA, FRC Staff, Title 1	8/7/2007- May 2008	\$2,000	RTA Grant, FRC, PTA and Title 1		Ongoing effort to involve parents
	Short-Term Measures of Success: 90% of students' parents/guardians will attend a parent/teacher conference as evidenced by parent contact logs and sign-in rosters.						
	Long-Term Measures of Success: The overall KCCT index will reach 80.0 in 2007 and 90 in 2008 or higher.						
L.2 Host Back to School Night, a back to school welcoming event	Implementation: FRC will organize a back to school welcoming event for families. Information concerning the school and community resources will be available. FRC will provide supplies and other materials for families in order to help students be successful in school.	Teachers, PTA, FRC Staff, Title 1	9-Aug	\$300	SCIF		Event held and had a large turnout of 287 parents
	Short-Term Measures of Success: Attendance at Ready Fest will increase by 5% compared to the previous year, as evidenced by sign-in roster.						
	Long-Term Measures of Success: The overall KCCT index will reach 80.0 in 2007 and 90 in 2008 or higher.						

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
<p>L.3. One grade level per month will host a parent meeting in order to train parents by introducing them a variety of basic reading strategies whereby they can assist their children at home.</p>	<p>Implementation: Each grade level team will host a family activity. Teachers will sign-up at the beginning of the year and plan their activity in conjunction with Title1 and Reading First staff.</p>	<p>Title 1 Lead Teacher, RTA coach and classroom teachers</p>	<p>8/07-6/08</p>	<p>\$1,200</p>	<p>Title 1 RTA Grant</p>		<p>Ongoing scheduled in to start In January 08 For grades 2-5</p>
	<p>Short-Term Measures of Success: 50% of parents/guardians will attend parent meetings. The percentage of students scoring proficient on MAP,and GRADE will increase by 15% in Jan. & 15% in May.</p>						
	<p>Long-Term Measures of Success: KCCT reading index will improve to 80 in 2007 and 85 in 2008.</p>						
<p>L.4 Teachers will actively engage parents in the academic progress of the student, including transition activities between Pre-K – Kindergarten, Primary to Intermediate and Intermediate to 6th Grade..</p>	<p>Implementation: Teacher-Parent Communication strategies include: All teachers will have at least two face-to-face conferences.</p>	<p>Classroom teachers</p>	<p>8/07-6/08</p>	<p>NA</p>			<p>Parent conference logs will be evidence of informing parents of progress. Teacher letters home will also show communication with parents.</p>
	<p>Short-Term Measures of Success: Kindergarten Parents will know how to prepare their child for school academically and socially as measured by parent sign in sheets, activity packets, and Kindergarten Round-up parent meeting agendas.</p>						
	<p>Long Term measures of Success: KCCT data will show that 75% of students score in proficient in reading and math</p>						

Efficiency Component And Implementation & Impact Form

(2006-2008 School Years)

Component Leader: Principal Ivonne Beegle

Objective #1

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
<p>A. The faculty and staff at Cardinal Valley will develop a new mission/vision statement.</p>	<p>Implementation: Leadership will consult with a facilitator from IAAKS to work with the faculty and staff at CVE to develop a new mission/vision statement. This will be done in Faculty meetings</p>	Principal	7-Jun	NA	NA		Review has been started
	<p>Short-Term Measures of Success: The mission/vision statement will developed and communicated to all of the school's stakeholders. This will ensure that the entire school community is focused on the same mission and goals.</p>						
	<p>Long-Term Measures of Success: Because of a collective vision, the student achievement index for the school will increase. The overall KCCT index will reach 80.0 in 2007 and 90 in 2008 or higher.</p>						

Objective #2

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
A. Members of the Leadership Team will conduct weekly walkthroughs in regular, resource and special area classrooms in order to monitor the instructional practices being used in the building. Leadership will meet to discuss findings and communicate results to teachers as well.	Implementation: The principal, PSA, Instructional Coach and instructional coaches will conduct weekly walkthroughs in order to monitor instructional practices. Feedback from the walkthroughs will be discussed and will be utilized to improve instructional practices and rigor within the school.	Principal	8/07-6/08	na	na		Process is ongoing. We have had district walkthroughs as well to help monitor and recommend ways to improve.
	Short-Term Measures of Success: Walkthroughs will indicate an improvement in the areas of increased rigor, improved learning activities, higher level questioning techniques, and quality of student work.						
	Long-Term Measures of Success: The overall KCCT index will reach 62.3 in 2006, 67.0 in 2007 and 71.7 in 2008 or higher						

Objective #3

Activity	Measure	Responsible Person	Start/end date	Cost	Fund Source	I. P. N	Progress statement
A. Members of the Leadership Team will conduct weekly walkthroughs in regular, resource and special area classrooms in order to monitor the instructional practices being used in the building. Leadership will meet to discuss findings and communicate result	Implementation: Principal used guidelines from KASC to give to committess as a guide for policy development. The council will also develop a plan to monitor the current school policies.	Principal	8/07-6/08	NA	NA		Process is ongoing . Committees are working on policy review per SBDM directions.
	Short-Term Measures of Success: Review of current policies will be developed and communicated to all stakeholders within the school community.						
	Long-Term Measures of Success: Policies will be posted on the schoo Web site and will be reviewed/revise/implemented as stated by SBM council.						