

# RUSSELL CAVE ELEMENTARY

## IMPROVEMENT PLAN

Betsy Rutherford  
Chairperson, School Council

January 3, 2011  
Date

Betsy Rutherford  
Chairperson, Budget/ Planning Committee

January 3, 2011  
Date

**Plan was approved by the School Council on February 16, 2011.  
All 2011 revisions have been placed on the agenda for the February 2011 meeting.**

### School Council Members:

Betsy Rutherford, Principal
Pamela Hambrick, Teacher
Sadie Jackson, Teacher
Julie Jones, Teacher
Vanessa Meredith, Parent
Parent

The **mission** of Russell Cave Elementary School is to ensure that all children learn at high levels.

We believe that **every** child that attends Russell Cave Elementary can and will learn at high levels.

# COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY:

### PROCESS SUMMARY:

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, include information regarding the following:

#### 1. Mission Statement Development and Review:

During the 2007-2008 school year the mission and vision statements were reviewed and developed in school committees. After review of all committees' feedback on new mission and vision statements, revised statements with reflected changes were presented to the staff and SBDM for approval. All staff members had an active role in the development and review of the mission and vision statement. The parent members of the SBDM council also reviewed the proposed statements and made suggestions. SBDM council adopted mission and vision statements after review. In December 2009, all staff were asked to review the mission and vision statements.

#### 2. Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement or other comprehensive needs assessment process that was used.

The Kentucky *Standards and Indicators for School Improvement* were used to determine needs and goals for our school improvements. Planning teams were organized around Southern Association of Colleges and Schools (SACS) Committees. Our committees are divided into the following areas, Instructional Focus, Climate & Communications, Professional Development, Equity, and Technology. Each committee reviewed the current plan to analyze objectives. KCCT data was also analyzed to help each committee determine our school's needs. MAP data was also reviewed to determine both reading and math needs. Parent, staff, and student survey data was reviewed to further determine needs of the school. Also included were professional development needs based on individual teacher professional growth plans, test data, survey data, and student needs. All the above information is included in the plan and was presented to council.

#### 3. Priority Needs, Causes, Goals, and Objectives.

Goals for the School Improvement Plan were determined by priority needs established from parent surveys, staff surveys, KCCT disaggregated test data, student achievement data based on the DRA, MAP, and analysis of current Comprehensive Plan objectives. SACS Committees further met to discuss current goals, needed goals, to identify current priorities, generate objectives, and develop appropriate strategies. Areas of need were determined upon review of test scores presented to council and the staff review of test scores. Additionally parent surveys provided input on priority needs and goals.

#### 4. Substantive achievement gaps, gap targets, and time schedule for closing the gaps.

The substantive achievement gaps were identified and discussed at the October 12, 2010 data analysis professional development. The staff worked together to review data, identify gaps and develop next steps for instruction in order to raise all students' proficiency levels.

**5. Review drafts of the components.**

<b>August 19, 2010</b>	<b>September 16, 2010</b>
<b>October 21, 2010</b>	<b>November 18, 2010</b>
<b>December 16, 2010</b>	<b>January 20, 2011</b>
<b>February 17, 2011</b>	<b>March 17, 2011</b>
<b>April 14, 2011</b>	<b>May 19, 2011</b>

**6. Review estimates and information for Section 7 requests (if any).**

**7. When the public meeting held to present the Plan to the community, and who attended.**

The complete School Improvement Plan was presented to the public at a SBDM council meeting on February 17, 2011. Parent representatives were able to review the information, ask questions and make suggestions.

**8. When the revised plan was officially approved and adopted.**

The 2011-2012 SIP was officially approved and adopted on February 17, 2011.

**9. How the plan will be evaluated, and when.**

The Russell Cave School Improvement Plan will be evaluated monthly by committees. Each month a different committee will present their findings to SBDM council.

**Action Component:** Parent Involvement  
**District Name:** Fayette  
**School Name:** Russell Cave Elementary

**Component Manager:** Principal, PSA  
**Date:** January 2011

Priority Need	Goal (Addresses the Priority Need)
<p>The <b>parent involvement</b> component in the School Improvement Plan (SIP) serves to bridge communication between school and home.</p> <p><b>Parents and staff feel parent involvement is the key to a successful and safe learning climate.</b></p>	<p>Russell Cave Elementary will ensure parental involvement by communicating through weekly classroom newsletters, monthly school newsletters, parent conferences (information about academics &amp; behavior), monthly Title I parent nights focused on core content, parent classes, and a school web page that shares specific strategies to increase student success. Additionally, Russell Cave’s FRC will make available to parents information regarding obtaining clothing and computer trainings.</p> <p><b>Through parental involvement, Russell Cave will ensure a safe learning environment.</b></p>
Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> <li>○ Factors that inhibit our parents from fully participating involve: <ul style="list-style-type: none"> <li>➤ Lack of transportation</li> <li>➤ Conflicting work schedules</li> <li>➤ Limited English proficiency</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. By December 2011, Russell Cave Elementary will provide opportunities for parents to attend or volunteer for school functions, programs, and activities.</li> <li>2. By December 2011, Russell Cave Elementary will have various modes of communication (newsletters, parent meetings, school web page) in place to ensure all parents have the same opportunity for accessing information concerning the school.</li> <li>3. By December 2011, Russell Cave Elementary will have procedures in place for ensuring a safe and equitable learning environment.</li> </ol>



**Parent Involvement Component  
And  
Implementation & Impact Form  
(2010-2011 School Years)**

**Component Leader: Betsy Rutherford**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>1a. Teachers</b> will communicate with parents by sending a weekly newsletter in English and Spanish to increase awareness of the academic programs, student achievement, and events at RCE. Additionally, <b>teachers</b> will secure 2 homeroom parents (1 English speaking, 1 Spanish speaking) in order to help develop strong lines of communication and support for the class.</p>	<p><b>Implementation:</b> Continue to provide communication to parents.</p>	Principal, PSA, Teachers	Dec. 2009- Dec. 2010	\$4000	Title I SCIF		
	<p><b>Short-Term Measures of Success:</b> Increased home to school communication as measured by Title I phone logs and sign in sheets at school events.</p>						
	<p><b>Long-Term Measures of Success:</b> Parents participation will support an increase in 2010 KCCT achievement data will reflect gain in achievement for all students.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>1b. Principal and staff</b> will communicate with parents by sending a monthly newsletter written in English and Spanish as a priority to increase parent awareness of the school and opportunities for participation with PTA activities. The newsletter will also be posted on the school's website.</p>	<p><b>Implementation:</b> Continue to provide school communications to parents.</p>	Principal, PSA, Teachers	Dec. 2009- Dec. 2010	Cost in (1a) \$500 translations	Title I PTA FRC		
	<p><b>Short-Term Measures of Success:</b> Success will be measured by parent participation in school events, sign in sheets, and parent feedback.</p>						
	<p><b>Long-Term Measures of Success:</b> Parent participation will support an increase in 2010 KCCT achievement data will reflect gain in achievement for all students.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I,P,N	Progress Statement
<p><b>1c. School staff</b> will complete home visits to all students prior to the beginning of the school year in order to establish positive relationships before the school year.</p>	<p><b>Implementation:</b> Continue to provide school communications to parents.</p>	<p><b>Principal, PSA, Teachers</b></p>	<p><b>August 2011</b></p>				
	<p><b>Short-Term Measures of Success:</b> Success will be measured by parent participation in school events, sign in sheets, and parent feedback.</p>						
	<p><b>Long-Term Measures of Success:</b> Parent participation will support an increase in 2010 KCCT achievement data will reflect gain in achievement for all students.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>2a. The principal, Title I lead teacher, FRC coordinator and other Special Committees (i.e. Arts &amp; Humanities, Practical Living, etc.)</b> will schedule nine Parent Nights a year. Each Parent Night will be content related and include activities for both parents and students</p>	<p><b>Implementation:</b> Parent nights scheduled according to Title I requirements and communicated to parents.</p>	<p>Principal, Title I lead teacher, Teachers</p>	<p>08/10-04/11</p>	<p>\$1000</p>	<p>Title I PTA FRC RTA</p>		
	<p><b>Short-Term Measures of Success:</b> Success will be measured by parent participation in school events, sign in sheets, and parent feedback</p>						
	<p><b>Long-Term Measures of Success:</b> Parent participation will support an increase in 2010 KCCT achievement data will reflect gain in achievement for all students.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>2b. The principal, Title I lead teacher, FRC coordinator and ESL Team</b> will schedule Parent-Teacher conferences three times per year in October, January, and March. Discussions during conferences will focus on progress in each content area, behavior, and any other information related to increasing student achievement.</p>	<p><b>Implementation:</b> Continue to schedule parent-teacher conference nights with flexible meeting times to better meet the needs of families.</p>	<p>Principal, Teachers, Interpreters</p>	<p>10/10 01/11 03/11</p>	<p>\$1000</p>	<p>Title I PTA FRC RTA</p>		
	<p><b>Short-Term Measures of Success:</b> Success will be measured by parent participation in school events, sign in sheets, and parent feedback</p>						

Interpreters will be available for translations.	<b>Long-Term Measures of Success:</b> Parent participation will support an increase in 2010 KCCT achievement data will reflect gain in achievement for all students.						
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
2c. The <b>Principal, Family Resource Coordinator</b> and <b>Title I lead teacher</b> will send a parent survey home once per year giving parents an opportunity to offer their ideas and suggestions for school improvement	<b>Implementation:</b> Parent surveys sent home to solicit parent input about the school and needs to develop parent classes/ workshops.	FRC, Title I lead teacher	3/11		FRC Title I		
	<b>Short-Term Measures of Success:</b> Success will be measured by parent participation in school events, sign in sheets, and parent feedback						
	<b>Long-Term Measures of Success:</b> Parent participation will support an increase in 2009 KCCT achievement data will reflect gain in achievement for all students.						
<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost</b>	<b>Fund Source</b>	<b>I, P, N</b>	<b>Progress Statement</b>
2d. <b>Family Resource Coordinator</b> will actively recruit parents and community volunteers to assist with school needs including homeroom parents, and tutoring. In addition, FRC will organize parent classes/ workshops; including Parents are Connected (PAC) and technology usage/workshops as a response to parental needs gathered from yearly surveys and based on socio-economic needs.	<b>Implementation:</b> (FRC) increasing parental involvement, while meeting family’s needs as a mission to serve all and to increase student achievement.	Principal, PSA, Family Resource Center,	Dec. 2010- Dec. 2011	\$2,500	FRC		
	<b>Short-Term Measures of Success:</b> Success will be measured by the percentage of volunteers signing on log sheets and an increase in parental involvement at workshops/ school events.						
	<b>Long-Term Measures of Success:</b> Parent participation will support an increase in 2010 KCCT achievement data will reflect gain in achievement for all students.						

**Action Component: Equity**

**District Name: Fayette County**

**Component Manager: Betsy Rutherford**

**School Name: Russell Cave Elementary**

**Date: January 2011**

Priority Need	Goal (Addresses the Priority Need)
<p>-Equitable learning environment must be provided to all individual students and subgroups within the school community.</p> <ul style="list-style-type: none"> <li>▪ Students who are English Language Learners often need intentional language instruction within the regular classroom instruction.</li> <li>▪ Students in marginalized subgroups aren't always exposed to the same opportunities for learning at young ages as other students who belong to a non-marginalized subgroup.</li> <li>▪ Students in marginalized subgroups need differentiated instruction to learn the content.</li> <li>▪ Students in marginalized subgroups need explicit vocabulary instruction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Our goal is to build a strong foundation within our Reading program by addressing individual student reading needs as early as Early Start.</li> <li>▪ Increase the scores of Limited English and Hispanic and Free/Reduced lunch students by continuing researched based instructional methods such as the Sheltered Instruction Observation Protocol (SIOP). Also, by building background knowledge using explicit vocabulary instruction.</li> <li>▪ Plan more vertical scoring sessions where student performance is the primary focus. Creating authentic writing opportunities that will foster innate writing habits across all content areas focusing on writing to demonstrate knowledge.</li> </ul> <p>-Our goal is to reduce the overall number of Novice performers advancing them to Proficient status in all content areas especially in Reading, Math, and Writing.</p> <p>-In reading, our school-wide goal is to achieve at least 80.23% of students proficient and distinguished. In math, our goal is to achieve at least 70.92% of students proficient and distinguished.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. Students who are English Language Learners (ELL) often need additional instruction and time to master English vocabulary and language development.</p> <p>B. Students from diverse cultural sub-groups need differentiated instruction and cultural responsive teaching to learn content.</p> <p>C. Classroom disruptions due to misbehaviors inhibit equal learning opportunities for all students.</p>	<ol style="list-style-type: none"> <li>1. Russell Cave will continue to raise expectations for teaching and learning for all students regardless of intellectual, language, cultural, behavioral, or socio-economic needs resulting in achieving the NCLB annual measureable objective for 2010-2011.</li> <li>2. School leadership will actively recruit and involve classified staff, parents, and community members as partners in academic and committee work resulting in achieving the NCLB annual measureable objective for 2010-2011.</li> <li>3. The Site Based Decision Making Council will review the school improvement plan and adopt policies which reflect the school's commitment to equity and its appreciation of diversity resulting in achieving the NCLB annual measureable objective for 2010-2011.</li> <li>4. All students will follow consistent classroom and common area (i.e. hallways, cafeteria and playground) expectations that promote a safe, orderly, and an equitable learning environment resulting in a 10 percent decrease of office referrals. .</li> <li>5. All students performing below grade level in reading will receive additional Reading instruction as evidenced by scores on the MAP and DRA assessments and measured by 80.23% of our students scoring proficient and distinguished on the 2011 KCCT.</li> <li>6. All students performing below grade level in math will receive additional Math instruction as evidenced by MAP and measured by 70.92% of our students scoring proficient and distinguished on the 2011 KCCT.</li> <li>7. ESL teachers will differentiate services using a newcomer/collaboration model resulting in achieving the NCLB annual measureable objective for 2010-2011.</li> <li>8. FCPS will provide technical assistance in the development and implementation of the revised SIP resulting in achieving the NCLB annual measureable objective for 2010-2011.</li> <li>9. Principal will review the criteria for proficient and distinguished work on the morning news and will recognize distinguished work resulting in achieving the NCLB annual measureable objective for 2010-2011.</li> <li>10. School council, parents, faculty, and staff will set biennial targets to eliminate any achievement gaps. Superintendent and council will agree on targets before they are submitted to the board of education for adoption resulting in achieving the NCLB annual measureable objective for 2010-2011.</li> </ol>



***Equity Component  
And  
Implementation & Impact Form  
(2010-2011 School Years)***

**Component Leader: Betsy Rutherford**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>1a.</b> Teachers will continue to use Sheltered Instruction (SIOP) to meet the needs of all ELLs.	<b>Implementation:</b> All students will be proficient and achieve SB 168 goals.	Principal, PSA, ESL teachers, Regular/ Special education/ Specialty Area teachers, and Para Educators	2010-2011				
	<b>Short-Term Measures of Success:</b> Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scorers.						
	<b>Long-Term Measures of Success:</b> Analysis of Learning Check data and review of 2010 KCCT achievement data will reflect gain in achievement for all students. NCLB target will be met.						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>1 b.</b> The School Based Intervention Team (SBIT) will assist teachers by providing them with intervention strategies in order to remove barriers for all students at risk academically and behaviorally.	<b>Implementation:</b> All students will be proficient and achieve SB 168 goals.	Principal, PSA, Guidance counselor, social worker, special ed facilitator, psychologist, and other interested school professionals	2010-2011				
	<b>Short-Term Measures of Success:</b> Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scorers.						
	<b>Long-Term Measures of Success:</b> Analysis of Learning Check data and review of 2010 KCCT achievement data will reflect gain in achievement for all students. NCLB target will be met.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>1c. Students</b> scoring below grade level in reading and math will have the opportunity to receive additional instruction through Extended School Services (ESS). ESS funds will be spent to extend the school day and implement a month long summer school jump start for students scoring below grade level.</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>Principal, PSA, ESS coordinator, Regular/ Special education/ Specialty Area teachers, and Para Educators</p>	<p>2010-2011</p>	<p>12,000</p>	<p>ESS Title I</p>		
	<p><b>Short-Term Measures of Success:</b> Improved performance on the MAP, DRA testing, and novice reduction on the 2011 KCCT.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check data and increase in Reading, Math, and Writing academic index on 2011 KCCT.</p>						
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Responsible Person</b></p>	<p><b>Start/End Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>
<p><b>2a. Principal</b> will assist <b>FRC</b> and <b>PTA</b> in recruiting stakeholder participation in decision making processes that involve student learning (SBDM meetings, neighborhood meetings, etc).</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>Principal, PSA, FRC, PTA</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scorers.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check data and review of 2011 KCCT achievement data will reflect gain in achievement for all students.</p>						
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Responsible Person</b></p>	<p><b>Start/End Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>
<p><b>3a. All staff</b> will follow and communicate consistent expectations and procedures to all students in the common areas (cafeteria, hallways, bathrooms and on the playground) as outlined by the Foundations team.</p>	<p><b>Implementation:</b> Reduction in behavioral incident reports and office referrals resulting in more instructional time from students.</p>	<p>Principal, PSA, and RCE staff</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Reduction in behavioral incident reports and office referrals resulting in more instructional time from students.</p>						
	<p><b>Long-Term Measures of Success:</b> Fewer classroom disruptions from student behaviors.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>3b. All staff</b> will use CHAMPS to teach behavioral replacement strategies, communicate expectations, and to provide positive feedback.</p>	<p><b>Implementation:</b> Utilize recommended Foundations supervisory skills when communicating expectations to all students.</p>	<p>Principal, PSA, and RCE staff</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Utilize CHAMPS handbooks and icons during instruction to clarify expectations.</p>						
	<p><b>Long-Term Measures of Success:</b> Fewer classroom disruptions from student behaviors.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>4a. Curriculum coach and Reading Recovery teacher</b> will assist teachers by using data from the MAP assessment as well as DRA testing as a means to provide (K-2 graders) Reading Recovery &amp; coaching support services.</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>Principal, PSA, ESS coordinator, ESL teachers, , Regular/ Special education/ Specialty Area teachers, and Para Educators</p>	<p>2010-2011</p>	<p>60,000 Teacher &amp; Materials</p>	<p>RFP RTA Grant</p>		
	<p><b>Short-Term Measures of Success:</b> Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scorers.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check data and Analysis of Learning Check data and increase in Reading, academic index on 2011 KCCT.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>5a. Leadership team and ESL teachers</b> will use data based on Access – WIDA testing to provide differentiated ESL services using a collaboration model.</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>Principal, PSA, ESL coach, and teachers</p>	<p>2010-2011</p>	<p>180,000 ESL staff</p>	<p>Title III</p>		
	<p><b>Short-Term Measures of Success:</b> Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scorers.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check and an increase in 2011 KCCT and on the Access-WIDA testing.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>6a.FCPS district personnel, including Title I district staff,</b> will provide technical assistance as the school develops and implements the revised school improvement plan.</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>FCPS personnel</p>	<p>2010-2011</p>		<p>Title I</p>		
	<p><b>Short-Term Measures of Success:</b> Formal and informal assessments will show an increase of students scoring at the proficient level and no novice scorers.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check data and increase in 2011 KCCT.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>7a. SBDM council, with parents, faculty, and staff</b> set biennial targets to eliminate any achievement gaps. The SB 168 targets were set by our SBDM Council to close/reduce achievement gaps for African American students in the areas of reading and math. The targets were set at 80% of these students performing on grade level.</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>Principal, PSA, SBDM council, parents, and RCE staff</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks will show improvement in reading and math for African American students resulting in 80% of students performing on grade level.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check data and increase in 2011 KCCT.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>7b.Superintendent and SBDM council</b> will agree on biennial targets before they are submitted to the local board of education for adoption.</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>Superintendent Principal, PSA, SBDM council members</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> SBDM council will adopt superlative goals with the understanding that the school will not be penalized as long as we show improvement in meeting goals reflecting improvement with our African American students in reading which range from 23%-70% and with our African American students in math ranging from 16%-70%.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check data and increase in 2011 KCCT.</p>						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>7c . RCE</b> will provide high quality professional developments based on teacher’s professional growth plans and the school improvement plan (SIP).</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>Superintendent Principal, PSA, SBDM council members</p>	<p>2010-2011</p>	<p>10% of Title I, Part A allocation</p>	<p>PD</p>		
	<p><b>Short-Term Measures of Success:</b> Professional development plans created and fulfilled. Teachers’ survey information at the end of each professional development session.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check data and increase in 2011 KCCT.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>7d RCE</b> will spend at least 1% of the Title I part A allocation to provide high quality professional development for teachers as determined by individual teacher growth plans as well as the school improvement plan. All funds and professional development opportunities will be used to remove educational barriers and to bring RCE out of improvement status.</p>	<p><b>Implementation:</b> All students will be proficient and achieve SB 168 goals.</p>	<p>Superintendent Principal, PSA, SBDM council members</p>	<p>2010-2011</p>	<p>10% of Title I, Part A allocation</p>	<p>PD</p>		
	<p><b>Short-Term Measures of Success:</b> Professional development plant created and fulfilled. Teachers’ survey information at the end of each professional development session.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of Learning Check data and increase in 2011 KCCT.</p>						

**Action Component: Student Achievement**

District Name: Fayette County

School Name: Russell Cave Elementary

Component Manager: Principal/ PSA

Date: January 2011

Priority Need	Goal (Addresses the Priority Need)
<p>According to the 2010 IPR results for Russell Cave Elementary the percentage of students scoring proficient and distinguished in the following areas were:</p> <p>Reading: 63.39%                      Mathematics: 66.07%                      Science: 76.48%                      Social Studies: 37.51%                      Writing On-Demand: 56.25%</p>	<p>The target percentage of students scoring proficient and distinguished for the 2010-2011 school year in the following areas are:</p> <p>Reading: 80.23%                      Mathematics: 90%                      Science: 90%                      Social Studies: 80%                      Writing On-Demand: 80%</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the 2010 IPR results, the percentage of students scoring at the novice level in each subject area was:</p> <p>Reading: 3.57%                      Math: 8.04%                      Science: 8.82%                      Social Studies: 18.76%                      Writing On-demand: 3.13%</p> <p>Russell Cave is a Title 1 school and is classified as a school in Assistance Level 3.</p>	<ol style="list-style-type: none"> <li>1. All students will receive rigorous instruction and assessments aligned to core content resulting in achieving the NCLB annual measureable objective for 2010-2011.</li> <li>2. All students will receive reading instruction using the guided reading process as evidenced by scores on the DRA testing and measured by 80.23% of students scoring proficient and distinguished in 2011.</li> <li>3. All students will receive math instruction with an emphasis on manipulatives, problem solving, real life connections, and open response questions as evidenced by MAP and measured by 90% of students scoring proficient and distinguished in 2011.</li> <li>4. All students will receive writing instruction and practice in the 4 genres of writing: reflective, personal/expressive, literary, and transactive writing as measured by 80% of</li> </ol>

	<p>students scoring proficient and distinguished in 2011.</p> <ol style="list-style-type: none"><li data-bbox="1108 175 1885 318">5. All students will receive science instruction and with an emphasis on “hands on” experiments and projects that promote inquiry as measured by 90% of students scoring proficient and distinguished in 2011.</li><li data-bbox="1108 321 1940 464">6. All students will receive social studies instruction in the essential areas including: government and civics, culture, historical perspective, economics, and geography resulting in 80% of students scoring proficient and distinguished in 2011.</li></ol>
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***Student Achievement Component  
And  
Implementation & Impact Form  
(2010-2011 School Years)***

**Component Leader: Betsy Rutherford**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>1a. Teachers</b> will use posted Language and Content Objectives in a daily exit slip to assess student performance and understanding and to modify instruction.	<b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.	Principal, PSA, ESL teachers, Regular/ Special education/ Specialty Area teachers, and Para Educators	2010-2011	Cost Equity (7a)	Title III		
	<b>Short-Term Measures of Success:</b> Successful completion of the exit slips scoring 80% or better.						
	<b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>1b. Qualified professionals (i.e. curriculum coach, FCPS/ KDE specialists, and or the Title I district staff)</b> will provide PD for all teachers focused on research based, best practices for instruction and to effectively analyze and design rigorous assessments aligned to the Kentucky Core Academic Standards. Teachers will engage in PD to support the goals addressed in the SIP.	<b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals. Principal, PSA, or curriculum coach will provide teacher mentoring as a follow up to PD.	Principal, PSA, Curriculum coach, FCPS/ KDE specialists, Title I district staff , other	2010-2011	\$500	Title I RFP		
	<b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks will show improvement by an increase of proficient and distinguish scorers.						
	<b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>1c. Teachers</b> will participate in vertical curriculum alignment within the school. Teachers will continually monitor and modify unit plans based on vertical alignment and student need.</p>	<p><b>Implementation:</b> Teachers will be highly skilled and novice scores will be eliminated. Proficient and distinguish scorers will be increased by 20% and we will achieve SB 168 goals. Principal, PSA, or core content coaches will provide teacher mentoring as a follow up to school visits.</p>	<p>Principal, PSA, ESL teachers, , Reading Recovery teacher, Regular/ Special education/ Specialty Area teachers, and Para Educators</p>	<p>2010-2011</p>	<p>\$1,000</p>	<p>Title I PD</p>		
	<p><b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks will show improvement by an increase of proficient and distinguish scorers as monitored in Student Achievement Notebooks.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>1d. Teachers</b> will provide a differentiated and rigorous daily morning review of previously taught skills.</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p>	<p>Principal, PSA, ESL teachers, Reading Recovery teacher, Regular/ Special education/ Specialty Area teachers, and Para Educators</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks will show improvement by an increase of proficient and distinguish scorers.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement

<p><b>2a. Teachers</b> will provide at least 90 minutes of rigorous literacy instruction per day incorporating technology and 21<sup>st</sup> century skills as well as, strategies that address the 5 components of reading (phonemic awareness, phonics, comprehension, vocabulary, and fluency) and writing (writing to learn, writing to demonstrate learning, writing for authentic purposes and audiences). Additionally <b>teachers</b> will ensure that every Tier II &amp; III student participating in Lexia a minimum of 45 minutes per week. Teachers will ensure that Tier I students participate in Lexia and/or Reading Plus a minimum of 30 minutes per week.</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p> <p><b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks, MAP data, and DRA testing will show improvement by an increase of proficient and distinguish scorers.</p> <p><b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.</p>	<p>Principal, PSA, ESL teachers, Reading Recovery teacher, Regular/ Special education/ Specialty Area teachers, and Para Educators</p>	<p>2010-2011</p>		<p>Title I RTA Grant Title III RFP</p>		
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Responsible Person</b></p>	<p><b>Start/End Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>
<p><b>2b. Teachers and Curriculum coach</b> will use reading data gathered from phonological awareness &amp; phonics assessments, DRA, MAP, Study Island, Reading Plus and Lexia assessments to create flexible reading groups.</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p> <p><b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks, MAP data, Reading Plus, Study Island and DRA testing will show improvement by an increase of proficient and distinguish scorers.</p>	<p>Principal, PSA, ESL teachers, Reading Recovery teacher, Regular/ Special education/ Specialty Area teachers, and Para Educators</p>	<p>2010-2011</p>		<p>Title I RTA Grant Title III</p>		

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>2c. Teachers</b> will provide opportunities for students to complete Open Response Questions using the following schedule.</p> <p>On Flashback Friday weeks, students will complete ORQ's along with the Flashback:</p> <p>K-2: 1 ORQ (K-2 will also complete one ORQ at some other time during the week.)</p> <p>3-5: 2 ORQ's (3 – math and reading; 4 – reading and alternate math and science; 5- reading/social studies and math)</p> <p>On alternating weeks, students will complete ORQ's as formative assessments and writing to learn activities.</p>	<p><b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data. No novice <b>portfolios</b> and an increase of proficient and distinguish as evidenced by CATS writing portfolio and on-demand scores.</p> <p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p> <p><b>Short-Term Measures of Success:</b> Scores on ORQ will improve and scores of 0 and 1 will be eliminated from every subject area.</p> <p><b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.</p>	<p>Principal, PSA, ESL teachers, Reading Recovery teacher, Regular/ Special education/ Specialty Area teachers, and Para Educators</p>	<p>2010-2011</p>		<p>Title I RTA Grant Title III RPF</p>		
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>2d. Teachers</b> will provide rigorous writing instruction every day differentiating writing activities to include</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p>	<p>Teachers, Principal, PSA, Curriculum Coaches,</p>	<p>2010-2011</p>				

<p>writing to learn, writing to demonstrate learning, writing for authentic purposes and audiences. Writing opportunities for students will occur across content areas, using technology and incorporating 21<sup>st</sup> century skills following the RCE writing plan and Harcourt Trophies.</p>	<p><b>Short-Term Measures of Success:</b> Weekly On-Demand scores will improve with 0% scoring novice and 80% scoring proficient or above. Analysis of student writing using Harcourt Trophies' rubrics.</p> <p><b>Long-Term Measures of Success:</b> Analysis of the student work as well as review of the end-of-year KCCT achievement data</p>	<p>Writing Cluster Leader</p>					
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>3a. Teachers</b> will provide at least 90 minutes of rigorous mathematical instruction per day including the use of Calendar Math, Singapore Math, Marilyn Burns' activities, problem solving opportunities, technology and 21<sup>st</sup> century skills. Teachers will ensure that students use Successmaker a minimum of 75 minutes per week.</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p> <p><b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks and MAP will show improvement by an increase of proficient and distinguish scorers.</p> <p><b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.</p> <p><b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks will show improvement by an increase of proficient and distinguish scorers.</p> <p><b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.</p>	<p>Principal, PSA, ESL teachers, Regular/ Special education/ Specialty Area teachers, and Para Educators STC</p>	<p>2010-2011</p>				

Activity	Measure	Responsible Person					
<p><b>4a. Science lab teacher</b> will collaborate with all teachers (K-5) to implement effective science instruction using technology and 21<sup>st</sup> century skills.</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p>	<p>Classroom teachers, science lab teacher, Principal, PSA, Curriculum coach</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measure of Success:</b> Scores on unit, MAP, and Flashback Friday assessments as well as Learning Checks will show improvement by an increase of proficient and distinguish scorers.</p>						
	<p><b>Long-Term Measure of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>5a. Teachers</b> will provide rigorous social studies instruction using Social Studies Alive (K-4), History Alive (5), and through the integration of social studies through literacy. Instruction will include core content standards, key vocabulary, real life experiences, newspapers, hands on materials, Social Studies Fairs, and the integration of technology.</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p>	<p>Principal, PSA, ESL teachers, Reading Recovery teacher, Regular/ Special education/ Specialty Area teachers, and Para Educators</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks will show improvement by an increase of proficient and distinguish scorers.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>6a. Arts &amp; Humanities</b> classes will provide instruction in drama, dance, art and music using key core content vocabulary, hands-on experiences, literature, community based experiences and the integration of technology.</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p>	<p>Principal, PSA, Curriculum coach, Arts and Humanities teacher, PL/CS teachers, and media specialist.</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Analysis of exit slips.  Theatric performances throughout the year to display student learning in the arts.</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of the Arts and Humanities Program Review</p>						

Activity	Measure	Responsible person	Start/End Date	Cost	Fund Source	I,P,N	Progress Statement
<p><b>6b.</b> ESS will be offered to lengthen the school day and school year to support and enrich student learning.</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p>	<p>Principal, PSA, Curriculum coach, Arts and Humanities teacher, PL/CS teachers, and media specialist.</p>	<p><b>2010-2011</b></p>		<p><b>2020 vision grants, community funded grants</b></p>		
	<p><b>Short-Term Measure of Success:</b> Scores on unit and Flashback Friday assessments as well as Learning Checks will show improvement by an increase of proficient and distinguish scorers.</p>						
	<p><b>Long-Term Measure of Success:</b> Analysis of the above data as well as review of the end-of-year KCCT achievement data.</p>						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>7a.</b> The <b>Practical Living and Career Skills teacher</b> will provide rigorous instruction using key core content vocabulary (specific to practical living and dance), activities that support healthy lifestyles (i.e. physical fitness tests, etc.), and curriculum that supports the prevention of drug, alcohol, and tobacco use (i.e. Red Ribbon Week)</p>	<p><b>Implementation:</b> Reduce novice to 0%, increase proficient and distinguish by 20% and achieve SB 168 goals.</p>	<p>Principal, PSA, Curriculum coach, PL/CS teacher</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Analysis of performance based and written exit slips</p>						
	<p><b>Long-Term Measures of Success:</b> Analysis of the Practical Living/Career Skills Program Review</p>						
<p><b>8a.</b> Teacher mentors will be assigned to assist new Russell Cave teachers in learning procedures, expectations, and the Russell Cave Way of Life (due dates, meeting schedules, expectations for data collection, modes of communication, grant requirements, level of collaboration, program models, etc.) Mentors will be assigned based on experience with instruction, curriculum, classroom management and other specific skill sets.</p>	<p><b>Implementation:</b> Increase the amount of collaboration among new and experienced teachers. Develop a system for retaining strong teachers and creating an environment that allows for professional growth through mentoring and modeling.</p>	<p>Principal, PSA, Curriculum coach, teacher mentors and mentees.</p>	<p>2010-2011</p>				
	<p><b>Short-Term Measures of Success:</b> Analysis of walkthrough forms, formal observations and weekly students achievement growth.</p>						
	<p><b>Long-Term Measures of Success:</b> increase in teacher independence, timely response to all required duties, and successful return to teaching staff for the next school year.</p>						