

Russell Cave 2018-19 Continuous Improvement Diagnostic Phase One

Phase One: Continuous Improvement Diagnostic

Russell Cave Elementary School

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3375 Russell Cave Rd
Lexington, Kentucky, 40511
United States of America

Last Modified: 09/30/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

According to a survey given to parents most parents agreed that they felt like their students were showing growth, teachers communicated and that our school does a good job engaging families. However, they would like to have more opportunities to learn strategies for helping their students at home. Conversations regarding academics is an area that we need to improve upon. In order for our parents to truly understand where their students are academically we have to have open and honest conversations. We also need to plan opportunities to intentionally teach our parents strategies that they can use at home to reinforce academics.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Teachers will be selected to serve on the Enhanced Leadership Team. The ELT will meet monthly to discuss progress. Each grade level team will participate in the Data Wise process to assess the effectiveness of our instruction to help make plans for adjustments. Rolling agendas will be utilized in order to track progress and ensure accountability for all. Parents will be asked to participate in a Parent Academy series that will focus on academic content development as well as cultural development.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Title I Schoolwide Diagnostic

Russell Cave Elementary School

Fayette County

Amber Catron
3375 Russell Cave Rd
Lexington, KY 40511

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Introduction

This diagnostic tool is aligned for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act (ESEA). Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	F/R Lunch, SES, ESL, LEP, KPREP, Brigance, FAST, MAP, Classroom Assessments	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	Focus on ELA and Math- novice reduction	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Grade level data based on content level. KPREP/MAP based on achievement level of subgroups.	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	Novice reduction with ESL population in Reading and Math	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes	Goals in novice reduction, gap group, overall proficiency, parent involvement	

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase proficiency of all non duplicated gap students from 26.8 to 37.5 by 05/31/2016 as measured by KPREP.

Strategy1:

PLC process - All K-5 teachers and support staff will participate in professional learning communities to increase overall achievement for all students, including those in the non-duplicated gap group. Research stated by the DuFours in Learning by Doing says, "When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995). Collaborative team practice will include focusing on evidence of student learning regularly so that barriers to student learning are identified earlier and strategies for addressing these barriers are determined and implemented (NEA, 2003). Common assessment results will be analyzed at the end of each unit using a common data analysis protocol to determine achievement progress of students, effectiveness of instruction, and appropriateness of programs and strategies. School leadership will work collaboratively with all staff to analyze student data and determine next steps for instruction. A

common, systematic process will be utilized to gather common assessment data, identifying strengths and areas of support needed for students.

Category: Continuous Improvement

Research Cited: DuFour, Eaker, Marzano, Mattos

Activity - Goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, PGE Coach, and curriculum coaches will meet with students to set grade level achievement goals as well as monitor individual goals based on student performance data on common assessments. Goals will be monitored and progress celebrated at monthly Winner's Circle celebrations. Weekly achievement will be celebrated by principal on morning news show.	Academic Support Program	10/01/2015	05/31/2016	\$0 - No Funding Required	Teachers, principal, pge coach, curriculum coaches

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Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Horizontal teacher teams will collaboratively plan instruction using a planning process which focuses on the Four Critical Questions as determined by the DuFours: 1) What do we want our students to learn? 2) How will we know if they have learned it? 3) How will we provide additional time and support for students who need it? 4) How will we enrich and extend for students demonstrating mastery? Teams will work collaboratively to clarify essential learning to ensure students have access to a guaranteed and viable curriculum. They will develop multiple common formative assessments to assess the content areas of Reading and Math, then establish a mastery score to ensure that students have demonstrated learning. Teachers will score and analyze their individual class data, then meet as teams to analyze results and identify improvement strategies for implementation. (DuFours, Marzano)</p>	Academic Support Program	08/08/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, PGEC, Instructional Coaches

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Following the administration of a common ELA/Math assessment or other evidence of student learning, teachers will score student work, enter into a goal calculator or other tool, and analyze their individual classroom data to determine performance levels of students. This data may be interpreted in terms of NAPD or "meet/exceeds/does not meet" previously determined benchmarks. Teachers will identify students (by name) scoring in the Novice and Apprentice range (or below target) as well as standards/skills that had the highest and lowest levels of achievement. Next, the team will meet to share results using a team data analysis protocol, determining similarities and differences in levels of achievement of skills/standards among students. Teachers will also discuss strategies that proved most effective as evidenced by student learning. The team analysis protocol will include prompting to help determine instructional next steps for re-teaching for students who need additional time and support and for those who need extension due to demonstration of mastered learning. Results will be communicated to the Principal via data sheets on SharePoint.</p>	Academic Support Program	08/10/2015	06/01/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Principal, PGE Coach

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Activity - Targeted Language Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based programs will be utilized to increase language acquisition for students learning English. Programs may include (but not be limited to) Imagine Learning and On Our Way to English. Language instruction will be provided by certified teachers trained and demonstrating expertise in strategies for language acquisition. Progress will be monitored via FAST CBM, OWE CBAs, Imagine Learning data. MAP data, Common Assessment data, Guided Reading data, K-PREP data, and other measures will be analyzed to determine growth.	Academic Support Program	08/08/2016	06/01/2017	\$5000 - Title I Schoolwide	ESL Teachers, ESL District Support Team, PGE Coach, Instructional Coach, Principal

Strategy2:

SIOP - Teachers will participate in monthly professional development in SIOP model. Implementation will be monitored through observations, lesson plans and walkthroughs.

Category: Continuous Improvement

Research Cited: SIOP, Pearson, National Center for Linguistics

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will participate in monthly PLN centered around SIOP implementation. RCE teachers will participate in monthly PD designed to implement SIOP strategies into instruction.	Academic Support Program	08/08/2016	06/01/2017	\$1500 - Other	Teachers, ESL Dept, Coaches, Principal

Strategy3:

Co-teaching for Gap Closure - Fourth grade, ESL and Intermediate Special Education Teacher attending monthly co-teaching professional development. Strategies and service delivery will be monitored by administration and district support team.

Category: Continuous Improvement

Research Cited: Shipley

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will collaborate with District Special Education staff for resources and support related to co-teach implementation. The Principal will collaborate with the Special Education teachers to provide differentiated professional learning for teachers, scaffolding learning so that implementation may occur.	Other - PD Academic Support Program	08/08/2016	06/01/2017	\$0 - District Funding	4th Grade Teacher, Intermediate Special Education Teacher, ESL Teacher, PGE Coach, District Special Education Support team, Principal

Goal 2:

Increase the average reading and math KPREP scores for elementary school students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 27.6% to 38.1% by 05/31/2016 as measured by KPREP .

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Strategy1:

Progress monitoring - Formative and summative assessment data will be monitored at each grade level team meeting. Teachers will be asked to disaggregate unit assessment data and record this information tracking mastery of standards and progress towards proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Tier 1 refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams meet with curriculum coaches and principal to refine tier 1 instruction, align with common core standards, and based on best practice strategies.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, principal, curriculum coaches, PGE coach

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate for 20 minutes daily. Data will be monitored by teachers.	Professional Learning Academic Support Program	02/04/2013	05/31/2016	\$500 - Title I Part A	Principal, PGE coach, Instructional Coaches, all teachers

Strategy2:

PLC Model - Teachers will participate in Professional Learning Communities to collaboratively plan Tier 1 instruction and assessments by analyzing the standards, using the standards to develop common assessments, planning learning activities aligned with the standards, and analyzing formative and summative assessment data to inform further instruction.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Leadership Team meets weekly to develop rigorous assessments, analyze assessment data, research, learn and discuss instructional best practices to effectively lead grade level teams and PLC work.	Professional Learning	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, Instructional Coaches, TPGES Coach

Activity - Creating Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As instructional units are planned, grade level teams will meet to create and/or revise grade level assessments that are aligned to standards in both reading and math.	Academic Support Program	09/01/2015	05/30/2016	\$0 - No Funding Required	Principal, Curriculum Coaches, PGES Coach, Grade level teachers

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Activity - Collaborative Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level teams weekly to analyze standards organized within the FCPS curriculum maps, use assessment matrix to design balanced unit assessments, design daily plans and activities aligned with the standards, and analyze formative and summative assessment data to determine instructional next steps.	Professional Learning	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, Instructional Coaches, PGES Coach

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	Dufour, SIOP, Co-teaching for Gap Closure	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	Shared with staff	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	Intentional alignment to state standards for reading and math	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	All students receive two tiers of instruction in ELA. Students scoring in the novice range have three tiers.	

Label	Assurance	Response	Comment	Attachment
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	SIOP, Co-teaching for Gap Closure	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	Co-teaching for Gap Closure	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	Follow SWP	

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Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	RCE was able to increase the number of students scoring at the proficient range. The novice and apprentice range is now our focus.	

Label	Assurance	Response	Comment	Attachment
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	Novice Reduction and Gap goal	

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:
collaborate to increase proficiency of all non duplicated gap students from 26.8 to 37.5 by 05/31/2016 as measured by KPREP.

Strategy1:
SIOP - Teachers will participate in monthly professional development in SIOP model. Implementation will be monitored through observations, lesson plans and walkthroughs.
Category: Continuous Improvement
Research Cited: SIOP, Pearson, National Center for Linguistics

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will participate in monthly PLN centered around SIOP implementation. RCE teachers will participate in monthly PD designed to implement SIOP strategies into instruction.	Academic Support Program	08/08/2016	06/01/2017	\$1500 - Other	Teachers, ESL Dept, Coaches, Principal

Strategy2:
Co-teaching for Gap Closure - Fourth grade, ESL and Intermediate Special Education Teacher attending monthly co-teaching professional development. Strategies and service delivery will be monitored by administration and district support team.
Category: Continuous Improvement
Research Cited: Shipley

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will collaborate with District Special Education staff for resources and support related to co-teach implementation. The Principal will collaborate with the Special Education teachers to provide differentiated professional learning for teachers, scaffolding learning so that implementation may occur.	Academic Support Program Other - PD	08/08/2016	06/01/2017	\$0 - District Funding	4th Grade Teacher, Intermediate Special Education Teacher, ESL Teacher, PGE Coach, District Special Education Support team, Principal

Strategy3:
PLC process - All K-5 teachers and support staff will participate in professional learning communities to increase overall achievement for all students, including those in the non-duplicated gap group. Research stated by the DuFours in Learning by Doing says, "When groups, rather

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than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995). Collaborative team practice will include focusing on evidence of student learning regularly so that barriers to student learning are identified earlier and strategies for addressing these barriers are determined and implemented (NEA, 2003). Common assessment results will be analyzed at the end of each unit using a common data analysis protocol to determine achievement progress of students, effectiveness of instruction, and appropriateness of programs and strategies. School leadership will work collaboratively with all staff to analyze student data and determine next steps for instruction. A

common, systematic process will be utilized to gather common assessment data, identifying strengths and areas of support needed for students.

Category: Continuous Improvement

Research Cited: DuFour, Eaker, Marzano, Mattos

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Following the administration of a common ELA/Math assessment or other evidence of student learning, teachers will score student work, enter into a goal calculator or other tool, and analyze their individual classroom data to determine performance levels of students. This data may be interpreted in terms of NAPD or "meet/exceeds/does not meet" previously determined benchmarks. Teachers will identify students (by name) scoring in the Novice and Apprentice range (or below target) as well as standards/skills that had the highest and lowest levels of achievement. Next, the team will meet to share results using a team data analysis protocol, determining similarities and differences in levels of achievement of skills/standards among students. Teachers will also discuss strategies that proved most effective as evidenced by student learning. The team analysis protocol will include prompting to help determine instructional next steps for re-teaching for students who need additional time and support and for those who need extension due to demonstration of mastered learning. Results will be communicated to the Principal via data sheets on SharePoint.</p>	Academic Support Program	08/10/2015	06/01/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Principal, PGE Coach

Activity - Targeted Language Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Research-based programs will be utilized to increase language acquisition for students learning English. Programs may include (but not be limited to) Imagine Learning and On Our Way to English. Language instruction will be provided by certified teachers trained and demonstrating expertise in strategies for language acquisition. Progress will be monitored via FAST CBM, OWE CBAs, Imagine Learning data, MAP data, Common Assessment data, Guided Reading data, K-PREP data, and other measures will be analyzed to determine growth.</p>	Academic Support Program	08/08/2016	06/01/2017	\$5000 - Title I Schoolwide	ESL Teachers, ESL District Support Team, PGE Coach, Instructional Coach, Principal

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Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Horizontal teacher teams will collaboratively plan instruction using a planning process which focuses on the Four Critical Questions as determined by the DuFours: 1) What do we want our students to learn? 2) How will we know if they have learned it? 3) How will we provide additional time and support for students who need it? 4) How will we enrich and extend for students demonstrating mastery? Teams will work collaboratively to clarify essential learning to ensure students have access to a guaranteed and viable curriculum. They will develop multiple common formative assessments to assess the content areas of Reading and Math, then establish a mastery score to ensure that students have demonstrated learning. Teachers will score and analyze their individual class data, then meet as teams to analyze results and identify improvement strategies for implementation. (DuFours, Marzano)	Academic Support Program	08/08/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, PGEC, Instructional Coaches

Activity - Goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, PGE Coach, and curriculum coaches will meet with students to set grade level achievement goals as well as monitor individual goals based on student performance data on common assessments. Goals will be monitored and progress celebrated at monthly Winner's Circle celebrations. Weekly achievement will be celebrated by principal on morning news show.	Academic Support Program	10/01/2015	05/31/2016	\$0 - No Funding Required	Teachers, principal, pge coach, curriculum coaches

Goal 2:

Reduce the percentage of students scoring novice in reading from 36% to 18% and math from 23% to 11.5% by 2020.

Measurable Objective 1:

A 3% decrease of English Learners students will demonstrate a proficiency to increase student proficiency through novice reduction in Reading by 05/31/2016 as measured by KPREP.

Strategy1:

Implement RTI - SBIT team meets monthly to analyze student data and monitor progress and refine intervention plans. Interventions and strategies will be implemented as indicated as data.

Category: Learning Systems

Research Cited:

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Activity - Reading intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide tier 2 guided reading structure. Provide tier 3 reading students with a research based program (LLI & Reading Mastery). Students will participate in 20 minute of LLI instruction 5 days a week and will be progress monitored. Communication shared weekly with teachers.	Academic Support Program	10/01/2015	05/31/2016	\$0 - No Funding Required	Intervention teacher, curriculum coaches, principal.

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	All meet HQ status	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	N/A		

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A		

Label	Assurance	Response	Comment	Attachment
3.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction is being provided by highly qualified teachers and para-educators?	Yes	Minority Hiring	

Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:

By 2020 Russell Cave Elementary School will employ professional staff that reflects the diversity of students served by FCPS

Measurable Objective 1:

collaborate to identify methods for increasing the percentage of minority professional staff that reflects the diversity of students served by FCPS by 08/01/2020 as measured by staffing reports generated by Human Resources.

Strategy1:

Minority Hiring - To create an environment that is culturally diverse in order for our students to reach their highest potential.

Category:

Research Cited: Culturally diverse learning and teaching

Activity - Minority Hiring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities to ensure minority candidates are screened and interviewed will include communication with Human Resources on potential candidates, contacting local universities, and following other activities as identified in the RCE minority hiring plan.	Policy and Process	05/30/2014	05/31/2016	\$0 - No Funding Required	Principal SBDM Committee Interview Committee

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	SIOP, Co-teaching for Gap Closure	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	PD Plan- SIOP	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	SIOP and Co-teaching provided by district	

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Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	Needs assessment, PD plan	

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	Plus/Delta feedback	

Label	Assurance	Response	Comment	Attachment
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes		

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase proficiency of all non duplicated gap students from 26.8 to 37.5 by 05/31/2016 as measured by KPREP.

Strategy1:

Co-teaching for Gap Closure - Fourth grade, ESL and Intermediate Special Education Teacher attending monthly co-teaching professional development. Strategies and service delivery will be monitored by administration and district support team.

Category: Continuous Improvement

Research Cited: Shipley

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will collaborate with District Special Education staff for resources and support related to co-teach implementation. The Principal will collaborate with the Special Education teachers to provide differentiated professional learning for teachers, scaffolding learning so that implementation may occur.	Academic Support Program Other - PD	08/08/2016	06/01/2017	\$0 - District Funding	4th Grade Teacher, Intermediate Special Education Teacher, ESL Teacher, PGE Coach, District Special Education Support team, Principal

Strategy2:

PLC process - All K-5 teachers and support staff will participate in professional learning communities to increase overall achievement for all students, including those in the non-duplicated gap group. Research stated by the DuFours in Learning by Doing says, "When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995). Collaborative team practice will include focusing on evidence of student learning regularly so that barriers to student learning are identified earlier and strategies for addressing these barriers are determined and implemented (NEA, 2003). Common assessment results will be analyzed at the end of each unit using a common data analysis protocol to determine achievement progress of students, effectiveness of instruction, and appropriateness of programs and strategies. School leadership will work collaboratively with all staff to analyze student data and determine next steps for instruction. A

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Research Cited: DuFour, Eaker, Marzano, Mattos

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy3:

SIOP - Teachers will participate in monthly professional development in SIOP model. Implementation will be monitored through observations, lesson plans and walkthroughs.

Category: Continuous Improvement

Research Cited: SIOP, Pearson, National Center for Linguistics

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will participate in monthly PLN centered around SIOP implementation. RCE teachers will participate in monthly PD designed to implement SIOP strategies into instruction.	Academic Support Program	08/08/2016	06/01/2017	\$1500 - Other	Teachers, ESL Dept, Coaches, Principal

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Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	Hiring Policy	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	New Teacher Induction, mentoring	

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes		

Component 6: Parent Involvement

Parent Involvement

Goal 1:

By 2020 Russell Cave Elementary School will employ professional staff that reflects the diversity of students served by FCPS

Measurable Objective 1:

collaborate to identify methods for increasing the percentage of minority professional staff that reflects the diversity of students served by FCPS by 08/01/2020 as measured by staffing reports generated by Human Resources.

Strategy1:

Minority Hiring - To create an environment that is culturally diverse in order for our students to reach their highest potential.

Category:

Research Cited: Culturally diverse learning and teaching

Activity - Minority Hiring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities to ensure minority candidates are screened and interviewed will include communication with Human Resources on potential candidates, contacting local universities, and following other activities as identified in the RCE minority hiring plan.	Policy and Process	05/30/2014	05/31/2016	\$0 - No Funding Required	Principal SBDM Committee Interview Committee

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	Parent Learning Nights	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	Parent Surveys, Conferences, Learning Nights and Plus/Delta Feedback	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	SBDM	

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Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	SBDM, PTA, Plus/Delta from Learning Nights	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes		

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Russell Cave Elementary School will increase the number of parent and community members volunteers

Measurable Objective 1:

collaborate to increase the number of volunteer hours . by 05/31/2016 as measured by the number of volunteers hours documented by signing visitor log sheet..

Strategy1:

Community engagement - FRC coordinator in conjunction with other support staff (counselor, social worker) will collaborate to increase the number of parent volunteers and community partnerships assisting with school needs.

Category: Continuous Improvement

Research Cited: NISL parent involvement increases student achievement

Activity - Parent Learning Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities and Events to involve parents and community in school activities. Promote advocacy and active engagement. FRC and support staff will educate and empower stakeholders to be actively engaged by setting expectations.	Parent Involvement	11/19/2015	05/31/2016	\$0 - Title I Part A	Principal, PGEC, Coaches, Title 1 Lead Teacher, Teachers, Special Education Teachers, ESL teachers, Classified Staff, Families, Community Partners, FRC, social worker.

Label	Assurance	Response	Comment	Attachment
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes	Brigance data	

Label	Assurance	Response	Comment	Attachment
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	Yes		

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

All Kindergarten students at Russell Cave Elementary will be screened using the Brigance.

Measurable Objective 1:

collaborate to screen all Kindergarten students for readiness by 09/30/2015 as measured by Brigance.

Strategy1:

KDG Screening - All students entering KDG at RCE will be screened for readiness.

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal screener	Academic Support Program	07/01/2015	09/30/2015	\$0 - District Funding	Curriculum Coach, ESL Teachers, KDG Teachers

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Common assessments	

Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	PLC, Plan Do Study Act	

Label	Assurance	Response	Comment	Attachment
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes		

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:
collaborate to increase proficiency of all non duplicated gap students from 26.8 to 37.5 by 05/31/2016 as measured by KPREP.

Strategy1:
Co-teaching for Gap Closure - Fourth grade, ESL and Intermediate Special Education Teacher attending monthly co-teaching professional development. Strategies and service delivery will be monitored by administration and district support team.
Category: Continuous Improvement
Research Cited: Shipley

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will collaborate with District Special Education staff for resources and support related to co-teach implementation. The Principal will collaborate with the Special Education teachers to provide differentiated professional learning for teachers, scaffolding learning so that implementation may occur.	Other - PD Academic Support Program	08/08/2016	06/01/2017	\$0 - District Funding	4th Grade Teacher, Intermediate Special Education Teacher, ESL Teacher, PGE Coach, District Special Education Support team, Principal

Strategy2:
SIOP - Teachers will participate in monthly professional development in SIOP model. Implementation will be monitored through observations, lesson plans and walkthroughs.
Category: Continuous Improvement
Research Cited: SIOP, Pearson, National Center for Linguistics

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will participate in monthly PLN centered around SIOP implementation. RCE teachers will participate in monthly PD designed to implement SIOP strategies into instruction.	Academic Support Program	08/08/2016	06/01/2017	\$1500 - Other	Teachers, ESL Dept, Coaches, Principal

Strategy3:
PLC process - All K-5 teachers and support staff will participate in professional learning communities to increase overall achievement for all students, including those in the non-duplicated gap group. Research stated by the DuFours in Learning by Doing says, "When groups, rather

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than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995). Collaborative team practice will include focusing on evidence of student learning regularly so that barriers to student learning are identified earlier and strategies for addressing these barriers are determined and implemented (NEA, 2003). Common assessment results will be analyzed at the end of each unit using a common data analysis protocol to determine achievement progress of students, effectiveness of instruction, and appropriateness of programs and strategies. School leadership will work collaboratively with all staff to analyze student data and determine next steps for instruction. A

common, systematic process will be utilized to gather common assessment data, identifying strengths and areas of support needed for students.

Category: Continuous Improvement

Research Cited: DuFour, Eaker, Marzano, Mattos

Activity - Goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, PGE Coach, and curriculum coaches will meet with students to set grade level achievement goals as well as monitor individual goals based on student performance data on common assessments. Goals will be monitored and progress celebrated at monthly Winner's Circle celebrations. Weekly achievement will be celebrated by principal on morning news show.	Academic Support Program	10/01/2015	05/31/2016	\$0 - No Funding Required	Teachers, principal, pge coach, curriculum coaches

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the administration of a common ELA/Math assessment or other evidence of student learning, teachers will score student work, enter into a goal calculator or other tool, and analyze their individual classroom data to determine performance levels of students. This data may be interpreted in terms of NAPD or "meet/exceeds/does not meet" previously determined benchmarks. Teachers will identify students (by name) scoring in the Novice and Apprentice range (or below target) as well as standards/skills that had the highest and lowest levels of achievement. Next, the team will meet to share results using a team data analysis protocol, determining similarities and differences in levels of achievement of skills/standards among students. Teachers will also discuss strategies that proved most effective as evidenced by student learning. The team analysis protocol will include prompting to help determine instructional next steps for re-teaching for students who need additional time and support and for those who need extension due to demonstration of mastered learning. Results will be communicated to the Principal via data sheets on SharePoint.	Academic Support Program	08/10/2015	06/01/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Principal, PGE Coach

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Activity - Targeted Language Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based programs will be utilized to increase language acquisition for students learning English. Programs may include (but not be limited to) Imagine Learning and On Our Way to English. Language instruction will be provided by certified teachers trained and demonstrating expertise in strategies for language acquisition. Progress will be monitored via FAST CBM, OWE CBAs, Imagine Learning data. MAP data, Common Assessment data, Guided Reading data, K-PREP data, and other measures will be analyzed to determine growth.	Academic Support Program	08/08/2016	06/01/2017	\$5000 - Title I Schoolwide	ESL Teachers, ESL District Support Team, PGE Coach, Instructional Coach, Principal

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Horizontal teacher teams will collaboratively plan instruction using a planning process which focuses on the Four Critical Questions as determined by the DuFours: 1) What do we want our students to learn? 2) How will we know if they have learned it? 3) How will we provide additional time and support for students who need it? 4) How will we enrich and extend for students demonstrating mastery? Teams will work collaboratively to clarify essential learning to ensure students have access to a guaranteed and viable curriculum. They will develop multiple common formative assessments to assess the content areas of Reading and Math, then establish a mastery score to ensure that students have demonstrated learning. Teachers will score and analyze their individual class data, then meet as teams to analyze results and identify improvement strategies for implementation. (DuFours, Marzano)	Academic Support Program	08/08/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, PGEC, Instructional Coaches

Goal 2:

Increase the average reading and math KPREP scores for elementary school students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 27.6% to 38.1% by 05/31/2016 as measured by KPREP .

Strategy1:

Progress monitoring - Formative and summative assessment data will be monitored at each grade level team meeting. Teachers will be asked to disaggregate unit assessment data and record this information tracking mastery of standards and progress towards proficiency.

Category: Continuous Improvement

Research Cited:

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Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate for 20 minutes daily. Data will be monitored by teachers.	Academic Support Program Professional Learning	02/04/2013	05/31/2016	\$500 - Title I Part A	Principal, PGE coach, Instructional Coaches, all teachers

Activity - Tier 1 refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams meet with curriculum coaches and principal to refine tier 1 instruction, align with common core standards, and based on best practice strategies.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, principal, curriculum coaches, PGE coach

Strategy2:

PLC Model - Teachers will participate in Professional Learning Communities to collaboratively plan Tier 1 instruction and assessments by analyzing the standards, using the standards to develop common assessments, planning learning activities aligned with the standards, and analyzing formative and summative assessment data to inform further instruction.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Creating Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As instructional units are planned, grade level teams will meet to create and/or revise grade level assessments that are aligned to standards in both reading and math.	Academic Support Program	09/01/2015	05/30/2016	\$0 - No Funding Required	Principal, Curriculum Coaches, PGES Coach, Grade level teachers

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Leadership Team meets weekly to develop rigorous assessments, analyze assessment data, research, learn and discuss instructional best practices to effectively lead grade level teams and PLC work.	Professional Learning	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, Instructional Coaches, TPGES Coach

Activity - Collaborative Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level teams weekly to analyze standards organized within the FCPS curriculum maps, use assessment matrix to design balanced unit assessments, design daily plans and activities aligned with the standards, and analyze formative and summative assessment data to determine instructional next steps.	Professional Learning	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, Instructional Coaches, PGES Coach

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Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	MTSS	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	MTSS process	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Collaboration in both ELA and Math	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes		

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase proficiency of all non duplicated gap students from 26.8 to 37.5 by 05/31/2016 as measured by KPREP.

Strategy1:

PLC process - All K-5 teachers and support staff will participate in professional learning communities to increase overall achievement for all students, including those in the non-duplicated gap group. Research stated by the DuFours in Learning by Doing says, "When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995). Collaborative team practice will include focusing on evidence of student learning regularly so that barriers to student learning are identified earlier and strategies for addressing these barriers are determined and implemented (NEA, 2003). Common assessment results will be analyzed at the end of each unit using a common data analysis protocol to determine achievement progress of students, effectiveness of instruction, and appropriateness of programs and strategies. School leadership will work collaboratively with all staff to analyze student data and determine next steps for instruction. A

common, systematic process will be utilized to gather common assessment data, identifying strengths and areas of support needed for students.

Category: Continuous Improvement

Research Cited: DuFour, Eaker, Marzano, Mattos

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Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Horizontal teacher teams will collaboratively plan instruction using a planning process which focuses on the Four Critical Questions as determined by the DuFours: 1) What do we want our students to learn? 2) How will we know if they have learned it? 3) How will we provide additional time and support for students who need it? 4) How will we enrich and extend for students demonstrating mastery? Teams will work collaboratively to clarify essential learning to ensure students have access to a guaranteed and viable curriculum. They will develop multiple common formative assessments to assess the content areas of Reading and Math, then establish a mastery score to ensure that students have demonstrated learning. Teachers will score and analyze their individual class data, then meet as teams to analyze results and identify improvement strategies for implementation. (DuFours, Marzano)</p>	Academic Support Program	08/08/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, PGEC, Instructional Coaches

Activity - Targeted Language Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Research-based programs will be utilized to increase language acquisition for students learning English. Programs may include (but not be limited to) Imagine Learning and On Our Way to English. Language instruction will be provided by certified teachers trained and demonstrating expertise in strategies for language acquisition. Progress will be monitored via FAST CBM, OWE CBAs, Imagine Learning data. MAP data, Common Assessment data, Guided Reading data, K-PREP data, and other measures will be analyzed to determine growth.</p>	Academic Support Program	08/08/2016	06/01/2017	\$5000 - Title I Schoolwide	ESL Teachers, ESL District Support Team, PGE Coach, Instructional Coach, Principal

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the administration of a common ELA/Math assessment or other evidence of student learning, teachers will score student work, enter into a goal calculator or other tool, and analyze their individual classroom data to determine performance levels of students. This data may be interpreted in terms of NAPD or "meet/exceeds/does not meet" previously determined benchmarks. Teachers will identify students (by name) scoring in the Novice and Apprentice range (or below target) as well as standards/skills that had the highest and lowest levels of achievement. Next, the team will meet to share results using a team data analysis protocol, determining similarities and differences in levels of achievement of skills/standards among students. Teachers will also discuss strategies that proved most effective as evidenced by student learning. The team analysis protocol will include prompting to help determine instructional next steps for re-teaching for students who need additional time and support and for those who need extension due to demonstration of mastered learning. Results will be communicated to the Principal via data sheets on SharePoint.	Academic Support Program	08/10/2015	06/01/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Principal, PGE Coach

Activity - Goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, PGE Coach, and curriculum coaches will meet with students to set grade level achievement goals as well as monitor individual goals based on student performance data on common assessments. Goals will be monitored and progress celebrated at monthly Winner's Circle celebrations. Weekly achievement will be celebrated by principal on morning news show.	Academic Support Program	10/01/2015	05/31/2016	\$0 - No Funding Required	Teachers, principal, pge coach, curriculum coaches

Strategy2:

SIOP - Teachers will participate in monthly professional development in SIOP model. Implementation will be monitored through observations, lesson plans and walkthroughs.

Category: Continuous Improvement

Research Cited: SIOP, Pearson, National Center for Linguistics

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will participate in monthly PLN centered around SIOP implementation. RCE teachers will participate in monthly PD designed to implement SIOP strategies into instruction.	Academic Support Program	08/08/2016	06/01/2017	\$1500 - Other	Teachers, ESL Dept, Coaches, Principal

Strategy3:

Co-teaching for Gap Closure - Fourth grade, ESL and Intermediate Special Education Teacher attending monthly co-teaching professional development. Strategies and service delivery will be monitored by administration and district support team.

Category: Continuous Improvement

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Research Cited: Shipley

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will collaborate with District Special Education staff for resources and support related to co-teach implementation. The Principal will collaborate with the Special Education teachers to provide differentiated professional learning for teachers, scaffolding learning so that implementation may occur.	Academic Support Program Other - PD	08/08/2016	06/01/2017	\$0 - District Funding	4th Grade Teacher, Intermediate Special Education Teacher, ESL Teacher, PGE Coach, District Special Education Support team, Principal

Goal 2:

Increase the average reading and math KPREP scores for elementary school students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 27.6% to 38.1% by 05/31/2016 as measured by KPREP .

Strategy1:

PLC Model - Teachers will participate in Professional Learning Communities to collaboratively plan Tier 1 instruction and assessments by analyzing the standards, using the standards to develop common assessments, planning learning activities aligned with the standards, and analyzing formative and summative assessment data to inform further instruction.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Creating Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As instructional units are planned, grade level teams will meet to create and/or revise grade level assessments that are aligned to standards in both reading and math.	Academic Support Program	09/01/2015	05/30/2016	\$0 - No Funding Required	Principal, Curriculum Coaches, PGES Coach, Grade level teachers

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Leadership Team meets weekly to develop rigorous assessments, analyze assessment data, research, learn and discuss instructional best practices to effectively lead grade level teams and PLC work.	Professional Learning	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, Instructional Coaches, TPGES Coach

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Russell Cave Elementary School

Activity - Collaborative Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade level teams weekly to analyze standards organized within the FCPS curriculum maps, use assessment matrix to design balanced unit assessments, design daily plans and activities aligned with the standards, and analyze formative and summative assessment data to determine instructional next steps.	Professional Learning	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, Instructional Coaches, PGES Coach

Strategy2:

Progress monitoring - Formative and summative assessment data will be monitored at each grade level team meeting. Teachers will be asked to disaggregate unit assessment data and record this information tracking mastery of standards and progress towards proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Tier 1 refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams meet with curriculum coaches and principal to refine tier 1 instruction, align with common core standards, and based on best practice strategies.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, principal, curriculum coaches, PGE coach

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate for 20 minutes daily. Data will be monitored by teachers.	Academic Support Program Professional Learning	02/04/2013	05/31/2016	\$500 - Title I Part A	Principal, PGE coach, Instructional Coaches, all teachers

Goal 3:

Reduce the percentage of students scoring novice in reading from 36% to 18% and math from 23% to 11.5% by 2020.

Measurable Objective 1:

A 3% decrease of English Learners students will demonstrate a proficiency to increase student proficiency through novice reduction in Reading by 05/31/2016 as measured by KPREP.

Strategy1:

Implement RTI - SBIT team meets monthly to analyze student data and monitor progress and refine intervention plans. Interventions and strategies will be implemented as indicated as data.

Category: Learning Systems

Research Cited:

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Activity - Reading intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide tier 2 guided reading structure. Provide tier 3 reading students with a research based program (LLI & Reading Mastery). Students will participate in 20 minute of LLI instruction 5 days a week and will be progress monitored. Communication shared weekly with teachers.	Academic Support Program	10/01/2015	05/31/2016	\$0 - No Funding Required	Intervention teacher, curriculum coaches, principal.

Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	Title I SWP, allocation and needs assessment	

Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes	CSIP- funding denoted	

Phase II: The Needs Assessment School Diagnostic_10182017_13:05

Phase II: The Needs Assessment School Diagnostic

Russell Cave Elementary School

Amber Catron
3375 Russell Cave Rd
Lexington, Kentucky, 40511
United States of America

Last Modified: 10/31/2018

Status: Open

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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

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. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

KPREP data is analyzed upon release by the school leadership team. Data is summarized and shared with staff prior to public release. Leadership team disaggregates data by grade level for deeper analysis with staff allowing for teachers to set goal for individual students by subject area. Data is broken down by achievement scores, gap scores, and growth scores by subject area, and categorical percentages are considered. This breakdown of data is also shared with staff and posted annually in the office area of the school. This data is referenced in weekly Staff development and weekly grade level PLC meetings as instructional decisions are made. The data is considered in the planning of school PD and during the development of the CSIP. Since Russell Cave averages about 5 individual students per year, focus is generally on growth of gap students. Annual KPREP data is shared with SBDM and parents. Families of students receive individual scores by mail. Minutes for PLC and staff development are posted on sharepoint. SBDM minutes for open portions of meetings are kept and posted on the school website for public access. MAP data is collected and analyzed 3 times per school year, per district protocol, to monitor student progress. At Russell Cave, teachers are required to analyze their class data and develop next step plans for their individual students. These are developed during weekly PLC meetings and monitored by the school leadership team. Teachers are asked to keep student data to support implementation of their next step improvement plans. Students are involved in the goal setting process for upcoming testing events.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Overall achievement on KPREP reading showed 40% novice, 33.8% apprentice, and 25.8% at proficient or distinguished. Math scores indicated 22.8% novice, 49.7% apprentice, and 26.9% proficient or distinguished. Writing scores were 24.5% novice, 39.6% apprentice, and 35.9% proficient or distinguished. Gap scores indicate that 74% of our gap students are not proficient in reading, 72.8% are not proficient in math, 73.6% are not proficient in social studies, 64.2% are not proficient in writing, and 64.4% are not proficient in language mechanics. Despite the high numbers, our overall non-duplicated gap score rose to 40.8 from 27.4 due to the large novice reductions score of 95.4 in math.

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Since the majority of our students qualify as “gap students”, gap reduction continues to be a priority at Russell Cave. When referencing the 2017 KPREP scores, only 4 students tested were not designated as gap. Due to the low numbers, comparison scores between gap and non-gap students are not available. Gap scores indicate that 74% of our gap students are not proficient in reading, 72.8% are not proficient in math, 73.6% are not proficient in social studies, 64.2% are not proficient in writing, and 64.4% are not proficient in language mechanics

ATTACHMENTS

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Trends

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

On KPREP, the academic achievement score showed a slight overall from 55.4 in 2016 to 50.1 in 2017. Gap score showed an increase from 27.4 in 2016 to 40.8 in 2017, largely due to novice reduction in math over the last 2 years from 20.0 to 95.4. The growth score on KPREP remained relatively stable with a slight drop from 52.1 to 49.9.

ATTACHMENTS

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Potential Source of Problem

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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

After analysis and discussion of the 6 school improvement strategies, “Design and Deliver Assessment Literacy” will be our focus. Planning and PLC meetings will ensure that planned formative and summative assessments are congruent with the standards and learning targets. School Based Instructional Specialist provided by the district will meet with teachers weekly. Feedback to students will be communicated in student friendly language and reference standards. Students will be guided to take ownership of assessment results and goal setting through the use of student data notebooks. Leadership will provide feedback and staff development based on achievement and walkthrough data. Leadership will accept and implement feedback from the district’s Empowerment Zone team at least monthly.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The school improvement strategy of “Establish Learning Culture and Environment” is a strength for Russell Cave. We have a fully functional PBIS team and Student Assistance team to meet the needs of our high poverty population. All students receive tier 1 Character Education, and the program Second Steps if utilized as tier 2 intervention as needed. To meet the needs of our high number of families with English as a second language, we have on sight bilingual support in our front office and FRC for interpretation/translation needs, and our staff is routinely involved in SIOP training to meet the needs of these students. Monthly parent nights are held in conjunction with Title 1 to involve families in their children’s education. Staff participate in weekly staff development meeting to engage in cross grade level/cross subject area collegial work that is student centered, as well as participating in weekly PLC meeting in grade level teams. The culture at RCE revolves around shared ownership of all students by all teachers including special education, special area, and ESL. Opportunities for staff leadership are provided through an Enhanced Lead Team, New teacher mentoring, and club leadership.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: School Assurances RCE 2018-19

Phase Two: School Assurances

Russell Cave Elementary School

Amber Catron
3375 Russell Cave Rd
Lexington, Kentucky, 40511
United States of America

Last Modified: 10/31/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Three: Comprehensive Improvement Plan for Schools 2018-19

Phase Three: Comprehensive Improvement Plan for Schools

Russell Cave Elementary School

Amber Catron
3375 Russell Cave Rd
Lexington, Kentucky, 40511
United States of America

Last Modified: 01/03/2019

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CSIP	CSIP	

Phase Three: Closing the Achievement Gap Diagnostic 2018-19

Phase Three: Closing the Achievement Gap Diagnostic

Russell Cave Elementary School

Amber Catron
3375 Russell Cave Rd
Lexington, Kentucky, 40511
United States of America

Last Modified: 12/11/2018

Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

The majority of the student population is identified as low SES. Approximately 70% of the population is identified as English Second language. RCE had a fully functioning PBIS plan (positive behavior intervention system) in place to set and teach clear school wide expectations and to reward positive behaviors on both an individual and class level. Staff has participated in PBIS training. Staff at RCE had participated in Trauma Informed Care training and in De-escalation training to meet the need of our students. Staff is sensitive to the unique needs of our students and provided a safe and friendly environment for them. The FRC has focused on services to meet the needs of our families and students. This includes basic needs such as clothing, weekend food bags, emergency transportation, and monthly "First Friday" parent lunch meetings. PTA has been growing into a more active leadership of parents and has actively helped planned our parent nights and other school functions. With parent involvement, parent nights and other school functions have become more culturally relevant to our families and have been offered a variety of dates and times in order to reach a larger audience. Social skill curriculum has been added as part of tier 1 instruction and is accessible to all students in all grade levels. Mindfulness and additional physical activity through Minds in Motion has also been implemented.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Based on the last 2 years of KPREP data for reading, math, and writing, specifically the percentages of students scoring novice, apprentice, proficient, or distinguished, there have not been significant changes in the percentage of students performing at proficient or above. The main gap groups during the last 2 school years were free/reduced lunch and Hispanic. Other gap groups at Russell Cave contain a statistically insignificant number of students to warrant data comparison. In 2018, 29% of students tested scored at or above proficiency in reading compared to 26% in 2017. For math, 30% of students scored at or above proficiency in 2018 compared to 27% in 2017. In writing, 14% of students were proficient or above in 2018, while 36% were proficient or above in 2017. Writing shows the greatest change which was actually a drop in proficiency. During the 2017-2018 school year, Fayette County Public Schools implemented a new literacy (reading and writing) curriculum that may have impacted writing results.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Hispanic, reading Based on the last 2 years of data, levels of proficiency in reading have increased slightly, but only 3%. The same 3% gain can be seen in the math scores.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Writing scores have shown a decrease in the percentage of students at proficient or above with a difference of 22%.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Student performance data on KPREP, MAP, walkthrough data, and teacher data were used to determine the professional development needs of the school. Much of the professional development planned is centered around low student performance in literacy and math. PD on the district's newly adopted literacy program and PD on strengthening math instruction through use of manipulatives are ongoing. By looking at the data in reference to the need of our high ESL population and high poverty students, professional development focusing on increasing oral language and active student engagement is also targeted. Teachers are also seeking individual professional growth in formative assessment, questioning techniques, and increasing student engagement. The staff is surveyed annually on their preferences regarding professional development needs. Some professional development is provided to the staff as a whole, while a portion of the required professional development time is left to the individual.

ATTACHMENTS

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

English language proficiency and poverty continue to impact a large portion of our population. For many years, Brigance score for entering Kindergarten students consistently tell us that less than 5% of our incoming students are ready for Kindergarten. Our scores are routinely among the lowest in the state of KY on Brigance. Our students make substantial growth from Kindergarten to their intermediate grade years, but we still struggle with reaching proficiency in all areas.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

PLC process - All K-5 teachers and support staff will participate in professional learning communities to increase overall achievement for all students, including those in the non-duplicated gap group. Research stated by the DuFours in Learning by Doing says, "When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995). Collaborative team practice will include focusing on evidence of student learning regularly so that barriers to student learning are identified earlier and strategies for addressing these barriers are determined and implemented (NEA, 2003). Common assessment results will be analyzed at the end of each unit using a common data analysis protocol to determine achievement progress of students, effectiveness of instruction, and appropriateness of programs and strategies. School leadership will work collaboratively with all staff to analyze student data and determine next steps for instruction. Goal Setting and Data Tracking- Teachers, principal, PGE Coach, and instructional coach will meet with students to set grade level achievement goals as well as monitor classroom and individual performance data on common assessments. Goals will be monitored and progress celebrated at monthly winner's circle celebration. Weekly achievement will be celebrated on morning news show. Teachers developed a 20 day plan for each group of students to monitor growth and achievement. Tier I Refinement-Grade level teams meet with Instructional specialist to refine tier one instruction, align activities to standards and increase opportunities for oral language components (listening, speaking, reading and writing)

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

ELL- Increase the percentage of ESL students scoring P/D in reading from _____ in 2017-18 to _____ in 2023 as measured by KPREP. Hispanic Free and Reduced Lunch

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Goal	Gap Goal	III
 Gap Group Id	Gap group identification for CSIP	I

Phase Three: Executive Summary for Schools 2018-19

Phase Three: Executive Summary for Schools

Russell Cave Elementary School

Amber Catron
3375 Russell Cave Rd
Lexington, Kentucky, 40511
United States of America

Last Modified: 12/11/2018

Status: Open

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Phase Three: Executive Summary for Schools

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?

Russell Cave Elementary is Title I school located in beautiful rural northern Fayette County surrounded by horse farms. The most current building renovation was completed in 2010. All classrooms are equipped with multiple student computer work stations with internet access, Smartboards, and projectors connected to a teacher work station. Most of the students commute to school by bus due to the geographic isolation of the school. No students live within walking distance of the school. As of December 2018, Russell Cave had a current enrollment of 287 students. 71% of the current enrollment is Hispanic, 14% white, 14% black, and 1% identified as two or more races. Nearly 95% of the student population receives free or reduced lunch. Russell Cave currently qualifies for a program that provides free lunch to all students. Both the high percentage of English language learners and the high percentage of students living in poverty are considerable challenges that we strive to overcome at Russell Cave. Three teachers hold National Board Certification. The demographic breakdown of our teachers includes 94% white and 6% black. Additionally, 9% of the teachers at Russell Cave were male, and 91% were female. Based on recent parent surveys, parents feel that their children are loved and cared for at Russell Cave. Parents are very pleased with the level of customer service that they receive throughout Russell Cave. One aspect of customer service greatly appreciated by the families of Russell Cave is the effort that is made to provide communication in Spanish. Bilingual staff assist in translation daily. Parents are greeted at the entrance by bilingual office staff to enhance the welcoming environment and provide immediate service. Parents also express that they are appreciative of the school's small size and recognize that staff is maximized to provide the smallest class size possible with ample small group

ATTACHMENTS

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission/Vision statement: At Russell Cave Elementary, we believe all students can learn at high levels and will become college and career ready. This mission statement greets all who enter Russell Cave as it is posted over the front main entrance. This mission statement was developed through collaboration with the full staff and is utilized daily to remind students, staff, and families why they come to school. It defines our daily purpose at Russell Cave. Ask any student in our building, "Why do you come to school?" and they will tell you, "I come to school to learn at high levels." Leadership team, teachers, and all other staff members set and maintain high expectations for all students. This includes both academic and behavioral expectations. Leadership team, teachers, and all other staff also set and maintain high expectations for themselves to meet the needs of every student at Russell Cave. The atmosphere is professional and caring. Teachers meet twice weekly in teams with members of the leadership team to plan and evaluate instruction while planning and aligning to the core content. Long range plans, units of study, and weekly/daily

plans are developed through these collaborative teams. These collaborative teams also plan and evaluate formative and summative assessments using class and individual student data to make informed instructional decisions to maximize student achievement. Teachers at Russell Cave keep a student data notebooks that include ongoing progress monitoring of the standards. Additionally, teachers regularly, mostly weekly, in Professional Learning Community groups within the school to share work, share student data, and calibrate expectations. Russell Cave implements a school wide foundations policy that outlines a school wide set of behavioral expectations with clear and consistent consequences and rewards. This system is successfully implemented in all classrooms by all teachers throughout the entire school day. It is based on positive reinforcement first. High expectations for academics and behavior are communicated with parents through monthly family nights and regular communication home. Communication with parents includes a weekly class newsletters sent home in both English and Spanish by all classroom teachers. Parents are also conferenced with at the end of each grading period to review the standards based report cards. Some type of family night is available every month and may include conferencing, standards/ instructional information, and/or student performances. Attendance is generally very high at these events. Our families are eager to participate in their children's education.

ATTACHMENTS

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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.

Formalization of the school behavior system into PBIS Fully functioning MTSS system Student Assistance Team Implementation of Second Steps for tier 1 Implementation of district approved literacy curriculum Participation in Empowerment Zone cohort with intensive district support AVMR training for most staff Implementation of district approved math curriculum Implementation of Data Wise Protocol

ATTACHMENTS

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Additional Information

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

RCE had a fully functioning PBIS plan (positive behavior intervention system) in place to set and teach clear school wide expectations and to reward positive behaviors on both and individual and class level. Staff has participated in PBIS training. Staff at RCE had participated in Trauma Informed Care training and in De-escalation training to meet the need of our students. Staff is sensitive to the unique needs of our students and provided a safe and friendly environment for them. The FRC has focused on services to meet the needs of our families and students. This includes basic needs such as clothing, weekend food bags, emergency transportation, and monthly "First Friday" parent lunch meetings. PTA has been growing into a more active leadership of parents and has actively helped planned our parent nights and other school functions. With parent involvement, parent nights and other school functions have become more culturally relevant to our families and have been offered a variety of dates and times in order to reach a larger audience. Social skill curriculum has been added as part of tier 1 instruction and is accessible to all students in all grade levels. Mindfulness and additional physical activity through Minds in Motion has also been implemented.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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