



## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.

Amber Catron 9/29/2022



# 2022-23 Russell Cave Elementary Executive Summary

2022-23 Phase One: Executive Summary for Schools

**Russell Cave Elementary School**

**Amber Catron**

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

## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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. 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. Russell Cave had a current enrollment of 250 students. 71% of the current enrollment is Hispanic, 14% white, 14% distance of the school. Russell Cave had a current enrollment of 250 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.

### 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

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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.

### 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.

PBIS Gold Status School US Dept of Education Green Riboon School (Wellness) Fully functioning MTSS system Student Assistance Team Participation in Empowerment Zone cohort with intensive district support AVMR training for over 75% of staff Implementation of Data Wise Protocol

### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

### Additional Information

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



# 2022-23 Russell Cave Elementary The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

**Russell Cave Elementary School**

**Amber Catron**

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

## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

KSA 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. Annual KSA 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.



## Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Our goals centered around math and reading novice reduction. Upon analyzing our KSA data it appears that our strategies from last year showed minimal effectiveness. We will continue with the high yield strategies and increase those that have proved to be effective with our target population of EL.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Reduced novice in writing from 57% to 41%. Reduced number of EL students scoring novice from 68% to 42%.

Number of EL students scoring proficient in reading stayed the same (16%).

Increase the number of students scoring at the Distinguished level.

## Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

53% of all students scored novice in reading

54% of all EL students scored novice in reading

57% of all students scored novice in math

56% of all EL student scored novice in math

41% of all students scored novice in writing

42% of EL students scored novice in writing

Quality of School Safety and Safety- overall score of 75.6

EL Progress Score 61.4

#### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

53% of all students scored novice in reading

54% of all EL students scored novice in reading

57% of all students scored novice in math

56% of all EL student scored novice in math

#### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

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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 SEL and the programs utilized as tier 2 intervention as needed.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

# Russell Cave Elementary's Comprehensive School Improvement Plan 2022-2025

## Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

### State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

### MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

## Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

### State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

### State Assessment Results in Reading

- By 2025, **Russell Cave Elementary** will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 22%.

### State Assessment Results in Math

- By 2025, **Russell Cave Elementary** will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 14%.

### State Assessment Results in Science

- By 2025, **Russell Cave Elementary** will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 6%.

### State Assessment Results in Social Studies

- By 2025, **Russell Cave Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 22%.

### State Assessment Results in Combined Writing

- By 2025, **Russell Cave Elementary** will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 14%.

#### Achievement Gap

- By 2025, **Russell Cave Elementary** will decrease Novice in Reading and Math to >15%; Science to >21%; Social Studies to >23%; Combined Writing to >10% as measured by KSA.

#### English Learner Progress

- By 2025, **Russell Cave Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

#### Quality of School Climate and Safety

- By 2025, **Russell Cave Elementary** will increase the quality of school climate and safety index to 80% as measured by KSA. Current indicator score is 72.8%

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Russell Cave Elementary</b> will increase P/D in Reading to 44.6%.	By 2024, <b>Russell Cave Elementary</b> will increase P/D in Reading to 52.4 %.	By 2025, <b>Russell Cave Elementary</b> will increase P/D in Reading to 60%.
By 2023, <b>Russell Cave Elementary</b> will increase P/D in Math to 40.3%.	By 2024, <b>Russell Cave Elementary</b> will increase P/D in Math to 47.6%.	By 2025, <b>Russell Cave Elementary</b> will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Russell Cave Elementary</b> will increase P/D in Science to 25%.	By 2024, <b>Russell Cave Elementary</b> will increase P/D in Science to 35%.	By 2025, <b>Russell Cave Elementary</b> will increase P/D in Science to 45%.
By 2023, <b>Russell Cave Elementary</b> will increase	By 2024, <b>Russell Cave Elementary</b> will increase	By 2025, <b>Russell Cave Elementary</b> will increase

P/D in Social Studies to 42.6%. By 2023, <b>Russell Cave Elementary</b> will increase P/D in Combined Writing to 41.3%.	P/D in Social Studies to 51.2%. By 2024, <b>Russell Cave Elementary</b> will increase P/D in Combined Writing to 50.6%.	P/D in Social Studies to 60%. By 2025, <b>Russell Cave Elementary</b> will increase P/D in Combined Writing to 60%.
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Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Russell Cave Elementary</b> will decrease novice in Reading to 27.7%.  By 2023, <b>Russell Cave Elementary</b> will decrease novice in Math to 30.	By 2024, <b>Russell Cave Elementary</b> will decrease novice in Reading to 23.9%.  By 2024, <b>Russell Cave Elementary</b> will decrease novice in Math to 26%.	By 2025, <b>Russell Cave Elementary</b> will decrease novice in Reading to 20%.  By 2025, <b>Russell Cave Elementary</b> will decrease novice in Math to 22%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Russell Cave Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is ___%.	By 2024, <b>Russell Cave Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <b>Russell Cave Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

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

## Year 1 Focus Areas

<b>PLCs</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading Math ELL	KCWP 1 - Design and Deploy Standards	Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Backward planning in reading and math	
Reading Math ELL	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading Math ELL	KCWP 4 - Review, Analyze, and Apply Data	Utilize questions school/district leadership want teachers to answer with the data that they collect	Consistently use the 4 guiding PLC questions	
<b><u>Progress Monitoring</u></b>				
<ul style="list-style-type: none"> <li>● PLC grade level drives</li> <li>● Fidelity checks</li> </ul>				

<b>Instruction</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading Math ELL	KCWP 2 - Design and Deliver Instruction	System is in place to ensure students take responsibility for their own learning	Student engagement during lessons	

Reading Math ELL	KCWP 2 - Design and Deliver Instruction	Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction	Backward planning in reading and math	
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading African American	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading and Math Plan	
Reading African American	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading African American	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	

**Progress Monitoring**

- Classroom walkthroughs
- PLC decision making

**Year 2 Focus Areas**



**PLCs**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math ELL	KCWP 1 - Design and Deploy Standards	Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Backward planning in reading and math	
Reading Math ELL	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading Math ELL	KCWP 4 - Review, Analyze, and Apply Data	Utilize questions school/district leadership want teachers to answer with the data that they collect	Consistently use the 4 guiding PLC questions	

**Progress Monitoring**

- PLC grade level drives
- Fidelity checks

**Instruction**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math ELL	KCWP 2 - Design and Deliver Instruction	System is in place to ensure students take responsibility for their own learning	Student engagement during lessons	
Reading Math ELL	KCWP 2 - Design and Deliver Instruction	Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction	Backward planning in reading and math	

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading African American	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading and Math Plan	
Reading African American	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading African American	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	

**Progress Monitoring**

- Classroom walkthroughs
- PLC decision making

**Year 3 Focus Areas**

PLCs				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading	KCWP 1 -	Assurance the current curriculum is valid	Backward planning in	

Math ELL	Design and Deploy Standards	(e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	reading and math	
Reading Math ELL	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading Math ELL	KCWP 4 - Review, Analyze, and Apply Data	Utilize questions school/district leadership want teachers to answer with the data that they collect	Consistently use the 4 guiding PLC questions	
<b><u>Progress Monitoring</u></b>				
<ul style="list-style-type: none"> <li>● PLC grade level drives</li> <li>● Fidelity checks</li> </ul>				

<b>Instruction</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading Math ELL	KCWP 2 - Design and Deliver Instruction	System is in place to ensure students take responsibility for their own learning	Student engagement during lessons	
Reading Math ELL	KCWP 2 - Design and Deliver Instruction	Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction	Backward planning in reading and math	
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading African American	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is	Planning and teaching from our Guided Reading and Math Plan	

		preserved)		
Reading African American	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading African American	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	

**Progress Monitoring**

- Classroom walkthroughs
- PLC decision making