2022-23 Russell Cave Elementary Continuous Improvement Diganostic

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Russell Cave Elementary Continuous Improvement Diganostic - Generated on 01/17/2023

Russell Cave Elementary School

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.

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Russell Cave Elementary Continuous Improvement Diganostic - Generated on 01/17/2023

Russell Cave Elementary School

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 - 2022-23 Russell Cave Elementary Executive Summary - Generated on 01/17/2023

Russell Cave Elementary School

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

2022-23 Phase One: Executive Summary for Schools - 2022-23 Russell Cave Elementary Executive Summary - Generated on 01/17/2023

Russell Cave Elementary School

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 - 2022-23 Russell Cave Elementary The Needs Assessment for Schools -
Generated on 01/17/2023

Russell Cave Elementary School

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.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Russell Cave Elementary The Needs Assessment for Schools - Generated on 01/17/2023

Russell Cave Elementary School

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 Distiguished 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

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Russell Cave Elementary The Needs Assessment for Schools - Generated on 01/17/2023

Russell Cave Elementary School

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.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Russell Cave Elementary The Needs Assessment for Schools - Generated on 01/17/2023

Russell Cave Elementary School

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.

2022-23 Russell Cave Elementary School Assurances

2022-23 Phase Two: School Assurances

Russell Cave Elementary School
Amber Catron
3375 Russell Cave Rd
Lexington, null, 40511

Table of Contents

2022-23 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
- No
- N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- **Yes**
- No

○ N/A
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

● **Yes**
○ No
○ N/A
COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Targeted Assistance School Programs
23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- **N/A**

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

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, *Russell Cave Elementary* will increase P/D in Reading to 44.6%. By 2023, *Russell Cave Elementary* will increase P/D in Math to 40.3%.	By 2024, *Russell Cave Elementary* will increase P/D in Reading to 52.4 %. By 2024, *Russell Cave Elementary* will increase P/D in Math to 47.6%.	By 2025, *Russell Cave Elementary* will increase P/D in Reading to 60%. By 2025, *Russell Cave Elementary* will increase P/D in Math to 55%.

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

P/D in Social Studies to 42.6%. By 2023, *Russell Cave Elementary* will increase P/D in Combined Writing to 41.3%.	P/D in Social Studies to 51.2%. By 2024, *Russell Cave Elementary* will increase P/D in Combined Writing to 50.6%.	P/D in Social Studies to 60%. By 2025, *Russell Cave Elementary* will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, *Russell Cave Elementary* will decrease novice in Reading to 27.7%. By 2023, *Russell Cave Elementary* will decrease novice in Math to 30.	By 2024, *Russell Cave Elementary* will decrease novice in Reading to 23.9%. By 2024, *Russell Cave Elementary* will decrease novice in Math to 26%.	By 2025, *Russell Cave Elementary* will decrease novice in Reading to 20%. By 2025, *Russell Cave Elementary* will decrease novice in Math to 22%.

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

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 2 Focus Areas

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

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	

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	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

2022-23 Russell Cave Elementary Professional Development Plan for Schools for School Year 2023-2024

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

Russell Cave Elementary School
Amber Catron
3375 Russell Cave Rd
Lexington, null, 40511

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Russell Cave Elementary

Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/12/2023

Russell Cave Elementary School

Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Russell Cave Elementary

Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/12/2023

Russell Cave Elementary School

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?
The staff at RCE believes that every student can learn at high levels and be college and career ready.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Russell Cave Elementary

Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/12/2023

Russell Cave Elementary School

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1: Russell Cave PLCs will use a PDSA model effectively to improve student learning.

Focus Area 2: Russell Cave will develop and implement standard-based instruction to accelerate learning.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Strategic Plan Priority Areas are:

- **Student Achievement**

- **Diversity, Equity, Inclusion and Belonging**

- **Highly Effective and Culturally Responsive Workforce**

- **Stakeholder Engagement and Outreach**

- **Organizational Health and Efficiency**

Student Achievement: By having focus on developing and implementing high level standards based learning, students will have access to quality grade level appropriate instruction and reduce novice at Russell Cave.Diversity, Equity, Inclusion and Belonging: All students of all classifications will have consistent access to high quality standards based instruction with the expectation of learning at high levels.Highly Effective and Culturally Responsive Workforce: Using the PDSA model during weekly PLC's will allow for discussions and calibration of high expectations for all students. Data based problem solving and responsiveness will help ensure that the needs of all students are met.Stakeholder Engagement and Outreach:Organizational Health and Efficiency: Consistent implementation PLCs using the PDSA model will help provide clarity in the overall goal of student achievement and improve overall communication.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes: Knowledge: Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Russell Cave Elementary

Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/12/2023

Russell Cave Elementary School

better results for students they serve. Knowledge: Teachers and school administrators will develop an understanding of the Three PLC Big Ideas.

Long-Term Changes: Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning. Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Educator Beliefs:

- Educators believe in equity of access and opportunity.

- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels

- Educators believe they must work collaboratively and take collective responsibility for the success of

- Educators in a PLC believe in focusing on results-evidence of student learning.

- Educators believe a team can make better decisions, solve more complex problems, and do more to

Educator Practices:

- All certified teachers participate in a collaborative team.

- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for a

- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a

- Collaborative teams create long-term and short-term SMART Goals and action plans based on stude

- Collaborative teams report progress made toward their goals to the building administrator(s) at least

- Collaborative teams keep their work focused on the Three PLC Big Ideas and use the Four PLC Que

- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness an

- Collaborative teams focus on improving the learning for all students.

- Collaborative teams will use district and school assessments as evidence of student learning.

- Collaborative teams provide their building administrators with access to their meeting agendas and m

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Russell Cave Elementary

Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/12/2023

Russell Cave Elementary School

    ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
    What data will be considered and gathered? Agenda with meeting minutes,student achievement data

    Who is responsible for gathering data? Administrative and Instructional Lead Team

    How frequently will it be analyzed? Monthly

    4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

Reading and Math Objectives		
Year 1	Year 2	Year
By 2023, *Russell Cave Elementary* will increase P/D in Reading to 33%. By 2023, *Russell Cave Elementary* will increase P/D in Math to 27%.	By 2024, *Russell Cave Elementary* will increase P/D in Reading to 47 %. By 2024, *Russell Cave Elementary* will increase P/D in Math to 41%.	By 2 P/D By 2 P/D

.

    4e. Who is the specific targeted audience for the professional development? (i.e., elementary mathematics teachers)
    All teachers and instructional leaders at Russell Cave.

    4f. What specific resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)
    Instructional Resources: FCPS PLC Framework, PLC +: Better Decisions and Greater Impact by Design, The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning, The PLC + Facilitation and Activator's Guide

    Title I Funds

    District Support as Needed for PLC Support

    4g. What specific ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Russell Cave Elementary

Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/12/2023

Russell Cave Elementary School

professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

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

Title I Funds

District Support as Needed for PLC Support

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.
see attached

5b. What are the intended results of the professional development as related to the specific objectives in (a)?
see attached

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
see attached

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**
see attached

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Russell Cave Elementary

Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/12/2023

Russell Cave Elementary School

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

see attached

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

see attached

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

see attached

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

see attached

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Russell Cave Elementary

Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/12/2023

Russell Cave Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 RCE PL Plan		•
📄 RCE PL Template		•