



2020-21 Phase One: Continuous Improvement Diagnostic for  
Schools\_09092020\_17:04

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**Russell Primary School**  
**LeaAnn Crager**  
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United States of America

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## **2020-21 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 2020-21 diagnostics is as follows:

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

- Continuous Improvement Diagnostic for Schools

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

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

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

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

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

- 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.***

Please enter your name and date below to certify.

## Lea Ann Crager 9-9-20



2020-21 Phase Two: The Needs Assessment for  
Schools\_09112020\_14:14

2020-21 Phase Two: The Needs Assessment for Schools

**Russell Primary School**  
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## **2020-21 Phase Two: The Needs Assessment for Schools**

## Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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, 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

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

Protocol: Russell Independent utilizes district leadership teams, school teams and a combination of school and district teams when analyzing data. Our district team is comprised of our build level principals, our assistant principals, our chief academic officer, DPP, DOSE, Gifted and Talented Coordinator, Content Teacher Leaders, and the superintendent. RPS works together in a variety of ways to analyze data to plan instruction to increase student achievement. At RPS our grade level teams are led by student achievement coaches which participate in vertical and horizontal alignment of our curriculum and to keep pacing guides current. Our student achievement coaches lead weekly PLC meetings with a set agenda to target areas that need improvement and to progress monitor student mastery of content based on summative assessments, and formative data which includes, classwork and exit slips. Grade level PLC's also use the Plan, Do, Study, Act protocol to identified a larger focus of each grade level to study an area of academics that needs improvement and make a plan of action to attack the problem. PLC's meet bi-monthly with the Principal and Assistant Principal to review student work samples and progress data generated from the plan, do, study, act action plan. The SBDM Council also studies student data to make adjustments to current instructional practices policies to enhance student achievement. Student achievement coaches also meet monthly with the building principal to discuss and share with the other grade level SACs, the progress of their students and how the grade level above and below can modify and adjust the curriculum to strengthen the rigor in content of the standards that are the areas of focus to increase student achievement. All PLC, SBDM, SAC meetings are documented by meeting agendas and meeting minutes.

## 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:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Exact Path results for the 2018-2019 school year were as follows: The beginning of year results for math showed 47% of students scored below the 24th percentile. In reading 34% of students scored below the 24th percentile. The end of school year results showed that 8% of students scored below the 24th percentile in math and 9% of students scored below the 24th percentile in reading. This data shows that students made significant gains in both reading and math. Exact Path results for the 2019-2020 school year were as follows: The beginning of year results for math showed 61% of students scored below the 24th percentile. In reading 41% of students scored below the 24th percentile. The mid-year results showed that 31% of students scored below the 24th percentile in math and 21% of students scored below the 24th percentile in reading. Showing that students were making significant gains in both reading and math. The end of school year Exact Path results were not reliable due to students taking these test at home due to Covid-19.

## Priorities/Concerns

. Clearly and concisely identify 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 (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

The Exact Path Data from the 2018-2019 end of school year diagnostic scores and from the 2019-2020 middle of school year diagnostic scores both show that in math the areas of Counting/Cardinality and Numbers and Operations had the highest percentages of students scoring below the 24 percentile: End of Year 18-19 scores, Counting and Cardinality 32% and Numbers and Operations 20%. 19-20 Middle of Year scores, Counting and Cardinality 56% and Numbers and Operations 38%. These Exact Path Scores in Reading reflected that the End of Year 2018-2019 Diagnostic Scores and Middle of Year 2019-2020 Diagnostic Scores showed that Reading Literature and Language and Vocabulary had the highest percentages of students scoring below the 24 percentile. For the 2018-2019 Reading Literature 16% and Language and Vocabulary 15%. 2019-2020 Reading Literature 23% and Language and Vocabulary 25%.

## Trends

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

The data from 2017-2018 and 2018-2019 shows a discrepancy in scores. 17-18 had a significant smaller number of scores to compare the two years of data. The Exact Path data for the 2018-2019 and 2019-2020 school year, does show a similar pattern of a higher number of students starting the year scoring below the 24th percentile in both reading and math. Although by the end of the 18-19 school year students in reading and math made gains and the percentage of students below the 24 percentile decreased by 39 percent in math and 25 percent in reading and with the 2019-2020 school year being interrupted by the COVID-19 Pandemic; the area of reading will continue to be an area of focus. Using our most current KPREP Data of our feeder school, RMIS, these 2018-2019 KPREP scores reflect that reading is an area of continued focus.

## 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 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](#)

Reading, writing and math instruction will focus the resources and efforts on KCWP 1: Design and Deploy Standards, KCWP 2, Design and Delivery Instruction. Both tie into developing and utilizing our curriculum resources consistently across grade levels and understanding the depth of the standards to create lessons to the level of rigor needed for mastery of standards.

## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

According to Exact Path data, reading and math are both going well with a decrease of 39% of students scoring below the 24 percentile in math and 38% decrease of students below the 24 percentile in reading for the 2018-2019 school year. Reading and math for the 2019-2020 continued to show a decrease in the number of students scoring below the 24 percentile from the first to second diagnostic assessments. Math decreased by 30 % while reading decreased by 4%. A continued focus on instruction in both areas will move us towards further improvement. With there being a higher percentage of low scores in the beginning of each school year and with the interruption of the 2019-2020 School Year, it is a must that we continue to monitor implementation of our math and reading series resources and standards implementation. Multiple professional development days and actual school days are being dedicated to the development of reading instruction. Each classroom will also implement assessment strategies in reading such as running records to continue developing Guided Reading Groups to target the needs of individual students. A large amount of PD has been spent in this area during the summer of 2020 and with the Covid-19 shut down, we know students have a regression in phonemic awareness and phonics skills. This is evidenced by our Reading Recovery beginning of the year assessments. In math we will continue to focus on fluency strategies and number sense activities to assure students have a confidence in numbers, addition, and subtraction facts to not hinder problem solving skills.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Exact Path Counting and Cardinality 18-19	Diagnostic Scores Counting and Cardinality 18-19	•
 Exact Path Counting and Cardinality 19-20	Diagnostic Scores 19-20	•
 Exact Path Language and Vocabulary 18-19	Diagnostic Scores	•
 Exact Path Language and Vocabulary 19-20	Diagnostic Scores	•
 Exact Path Numbers and Operations 18-19	Diagnostic Scores Numbers and Operations 18-19	•
 Exact Path Numbers and Operations 19-20	Diagnostic 1 and 2 scores 19-20	•
 Exact Path Overall Math 2018-2019	Math Diagnostic Scores	•
 Exact Path Overall Math 2019-2020	Diagnostic Math Scores	•
 Exact Path Overall Reading 2018-2019	Diagnostic Reading Scores	•
 Exact Path Overall Reading 2019-2020	Diagnostic Reading Scores	•
	Diagnostic Scores	•

Exact Path Reading and Literature 18-19		
 Exact Path Reading and Literature 19-20	Diagnostic Scores	•
 Reading Recovery 2020-2021	Testing Data	•



2020-21 Phase Two: School Assurances\_09112020\_14:20

2020-21 Phase Two: School Assurances

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## 2020-21 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.

## Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

**I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.**

- Yes
- No
- N/A

### **COMMENTS**



## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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**

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

**COMMENTS**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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**

9. 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

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

16. 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**

17. 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

18. 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

19. 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

## All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

### **COMMENTS**

21. 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**

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

### **COMMENTS**

23. 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**

24. 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**

Due to Covid-19 restrictions, our annual Title One Family night cannot happen. The Title One informational letter and Parent Compact is sent home with students. Families will be asked to take a picture of the signed parent compact to send back to the child's teacher via email or we will have a drop box at the school for them to return the compact.

25. 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**

26. 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 under section 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**

27. 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**

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

**COMMENTS**

29. 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**

Title One Family Letter and Parent Compact. Families will be asked to take a picture of the signed parent compact to send back to the child's teacher via email or we will have a drop box at the school for them to return the compact.

30. 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**

31. 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**

August 2020 Kindergarten Teachers had individual orientation meetings with parents and parents were provided with letter tiles, sight words, marker boards, alphabet books and the teachers provided instruction on how to utilize these items at home to assist their child to learn letters and sounds. Title One Event is scheduled for Dec. 16, 2020. We are having a drive by event for parents to pick up reading and math materials to use to help students at home. Our teachers will make a virtual video explaining each of the items and how to use those items with the students. The video will be sent out through each teachers Google Classroom and through a link on their REMIND to student families.

32. 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**

33. 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**

34. 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**

35. 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**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Kindergarten Google Form	Scheduling Form for Meet and Greet to get Educational Materials to help Kindergarten Students at home learn sight words, and letter names and sounds.	•
 SBDM Title One Parent Involvement Policy	SBDM Policy	•
 Title One Parent Compact	Compact and Signature Sheet	•



2020-21 Phase Two: School Safety Report\_09112020\_14:21

2020-21 Phase Two: School Safety Report

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## 2020-21 Phase Two: School Safety Report

## School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no", please explain in the comment box.*

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no", please explain in the comment box.*

yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

*Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.*

Yes, August 18, 2020

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes, August 26, 2020

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Agenda Reviewing Safety Protocols with Faculty and Staff		•
 Copies of Drill Reports		•
 Emergency Plan	RPS Emergency Plan	•
 SBDM Agenda Emergency Management/First Responders		•
 SBDM Emergency Policy		•
 SBDM Meeting Minutes Emergency Management/First Responders		•



2020-21 Phase Three: Professional Development Plan for  
Schools\_09112020\_14:27

2020-21 Phase Three: Professional Development Plan for Schools

**Russell Primary School**  
**LeaAnn Crager**  
710 Red Devil Lane  
Russell, Kentucky, 41169  
United States of America

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## 2020-21 Phase Three: Professional Development Plan for Schools

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

1. What is the school's mission?

The Mission of Russell Primary School is To Build The Foundation of Life Long Learning.

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.

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 priorities** for professional development that support continuous improvement?

The top two priorities needs reveal from the needs assessment were Technology to address Reading during school closures and NTID Instruction and the use of Google Classroom and more follow up with our HMH reading series.

3. How do the identified **top two priorities** of professional development relate to school goals?

Our school goals focus on improving reading and math proficiency for all students. Both priority needs target reading instruction. The first need also address technology, NTID and Google Classroom which tie into our goal of math proficiency as well.

4a. For the first priority need, 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.

Our first priority need addresses technology. Starting the new school year off in a world wide pandemic with Covid-19, our teachers need to have professional development on how to deliver the most effective instruction to students via the computer. Our district has spent CARES money on iPODS and new computers for the teachers to be able to record their classroom instruction and have live meetings with students through Google Classroom. The use of the iPod as a document camera and the use of the new computer and through learning about technology add on such as Loom, students can view the teacher presenting reading and math instruction and see instructional materials at the same time. Google Classroom also allows for students to submit assigned work, teachers can give feedback in real time and also conduct live classroom meetings with students in both instructional areas of reading and math. Learning how to utilize these technologies and implementing these technologies are necessary for teachers to be able to deliver effective instruction to students when students are unable to attend school in person.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are to give teachers effective tools to deliver instruction to students. The professional development in this area is to also help to create a mind set in teachers that teaching with technology is a viable mode of instruction for students. The professional development also will give teachers the opportunity to be comfortable utilizing technology.

4c. 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.

The indicators of success will be the implementation of instruction delivered through technology while students are unable to be in person learning. The indicators of success for students once back to in person instruction will be able to continue instruction in a more traditional manner. Student work samples and formative and summative assessments will also be an indicator of students success with development and mastery of standards for reading and math.

4d. Who is the targeted audience for the professional development?

The teachers are the targeted audience for the professional development.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The teachers, the principals and the students are impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Our district IT team is needed to support this professional development. CARES Funding is needed to support the purchase of the technology needed in order to implement this professional development. Time is also needed to give teachers time to prepare and utilize the technology.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Follow up instruction and coaching from the IT department and on going technology professional development which will enhance and move teachers forward in instruction with technology.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The principal and assistant principal at RPS are members of each teachers Google Classroom, where they can sit in on live meetings and monitor instruction and even complete evaluations. All professional development is tracked through Google Docs

and our District PD coordinator. Student work can also be monitored through Google Classroom.

5a. For the second priority need, 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.

Our second priority need is follow up PD with our reading series HMH. This series was adopted for the 2019-2020 school year. This series has an abundance of instructional materials and addresses standards in multiple ways. Teachers became acquainted with the series in the 19-20 school year and found it overwhelming with its abundance of instructional material. Follow up PD from HMH Coach is needed and requested so teachers could find more ways to implement the program with fidelity and to utilize the best and most important instructional materials HMH has to offer and also to find supplemental instructional materials where HMH is lacking for certain standards.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results will be less stress on the teachers trying to identify what can be weeded out and what are the most important components of the program to implement. This will lend to a stronger and more rigorous design in teacher lesson plans which will yield more successful student outcomes with mastery of standards.

5c. 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.

Indicators of success will be students reaching mastery of grade level reading content standards before moving on to the next grade level. Teachers will be able to implement the program with fidelity.

5d. Who is the targeted audience for the professional development?

Teachers are the targeted audience for the professional development.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers and principals will be impacted. Teachers will be able to implement the program with fidelity. Principals will have the knowledge to coach teachers

throughout the year with utilizing the program to help impact instruction. Student comes will be impacted since instruction will be delivered with intention and rigor.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

HMH Reading Coach, Teachers in the building with the capacity to assist in understanding the components of the program. Time set aside to have job embedded professional development and ongoing follow up with implementing the HMH reading series.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Teacher on going collaboration throughout the school year.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The principal and assistant principal will be able to monitor the implementation by observing the use and effectiveness of HMH in the classroom and through Google Classroom. PLC meetings will also have on going conversations and revisions to lesson plans and pacing guides as they understand the HMH series.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h 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.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 RPS 20-21 and District PD Plan	20-21 PD Plan	•



2020-2021 Phase Three: Comprehensive School Improvement  
Plan\_09112020\_14:23

2020-2021 Phase Three: Comprehensive School Improvement Plan

**Russell Primary School**  
**LeaAnn Crager**  
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## 2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

**Goal:** Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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.

[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](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 KDE Comprehensive Improvement Plan For School Final	Russell Primary School CSIP 2020-2019	•

# Comprehensive School Improvement Plan (CSIP)

## Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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.

- [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](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): During the 2020-2021 school year, Russell Primary School will increase proficiency in both reading and math in grades K-2.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 An increase of 5% of all students will demonstrate proficiency in reading by 12/30/2021 as measured by multiple data including but not limited to STAR Early Literacy, STAR Reading, Exact Path Reading Diagnostics, Running Records, Reading Recovery Data, Title One Reading Data.	Russell Primary school will analyze formative and summative assessments to make informed decisions regarding curriculum alignment and instructional strategies to meet the needs of all learners.	During weekly PLC meetings and monthly SAC meetings, teachers and school administrators will analyze student reading work, formative and summative reading assessments and reading diagnostic data to make informed decisions about instructional practices to meet the needs of individual students.	PLC and SAC meeting minutes, line analysis on summative assessments, formative assessment data, STAR Early Literacy, STAR Reading, Exact Path Reading and Math Diagnostic Data.	All activities will be monitored, assessed, and revised throughout the 20-21 school year utilizing a CSIP implementation/impact sheet. SAC Coaches, RPS Administrative Team, SBDM Council. Weekly PLC Meetings, Meeting Minutes- (SA Coaches) Monthly SA Meetings, Meeting Minutes (SA Coaches), (RPS Principal/Assistant Principal)	District Funds to purchase Exact Path Diagnostic, STAR Early Literacy/STAR Reading (31,000)
		Teachers who have students on Reading RTI for Tier 2 and Tier 3 use progress monitoring by-monthly for Tier 2 and weekly for Tier3 to adjust student goals and intervention strategies.	RIS RTI Data and Impact Recording Forms, RTI Parent Reports, RPS RTI Student Data Spreadsheet.	All activities will be monitored, assessed, and revised throughout the 20-21 school year utilizing a CSIP implementation/impact sheet. SAC Coaches, RPS Administrative Team, SBDM Council. RTI Data/Impact Recording Sheets, Tier 2 Weekly, Tier 3 Bi-Weekly (Classroom Teachers)	No funding needed.

Goal 1 (State your proficiency goal.): During the 2020-2021 school year, Russell Primary School will increase proficiency in both reading and math in grades K-2.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Fall, Winter and Spring RTI Meetings. (Classroom Teachers, RPS Principal/Assistant Principal, DAC and Director of Sp. Education)	
		All grade levels are implementing Covid-19 considerations for reopening school's academic re-entry guidance to adjust reading curriculum to fill student learning gaps to assure mastery of skills before moving forward to new grade level standards and content.	PLAN, DO, STUDY ACT Recording Sheets, Common Core Student Mastery of Standards Check List, Lesson Plans, PLC and SAC Meeting Minutes.	All activities will be monitored, assessed, and revised throughout the 20-21 school year utilizing a CSIP implementation/impact sheet. SAC Coaches, RPS Administrative Team, SBDM Council. Plan/Do/Study/Act: Monthly PLC and SA Coach Meetings (Classroom Teachers, SA Coaches, RPS Principal/Assistant Principal)	\$500.00 Stipend for SA Coaches (\$2,500)
		ESS to provide extra assistance for reading grades K-2	Attendance Records and Anecdotal Records and Collaboration with classroom teachers	All activities will be monitored, assessed, and revised throughout the 20-21 school year utilizing a CSIP implementation/impact sheet. SAC Coaches, RPS Administrative Team, SBDM Council. ESS Students Beginning, Middle and Ending Diagnostic Scores, Weekly Formative Classroom	

Goal 1 (State your proficiency goal.): During the 2020-2021 school year, Russell Primary School will increase proficiency in both reading and math in grades K-2.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Data. (Classroom Teachers, ESS Teachers, RPS Principal)	
Objective 2 An increase of 5% of all students will demonstrate proficiency in math by 12/30/2021 as measured by multiple data Exact Path Math Diagnostics, Assessments for Math and Beginning, Middle and End of Year Cumulative Math Assessment.		During weekly PLC meetings and monthly SAC meetings, teachers and school administrators will analyze student math work, formative and summative math assessments and math diagnostic data to make informed decisions about instructional practices to meet the needs of individual students.	PLC and SAC meeting minutes, line analysis on summative assessments, formative assessment data, STAR Early Literacy, STAR Reading, Exact Path Reading and Math Diagnostic Data.	All activities will be monitored, assessed, and revised throughout the 20-21 school year utilizing a CSIP implementation/impact sheet. SAC Coaches, RPS Administrative Team, SBDM Council. Weekly PLC Meetings, Meeting Minutes- (SA Coaches) Monthly SA Meetings, Meeting Minutes (SA Coaches), (RPS Principal/Assistant Principal)	District Funds to purchase Exact Path Diagnostic, STAR Early Literacy/STAR Reading (31,000)
		Teachers who have students on Math RTI for Tier 2 and Tier 3 use progress monitoring by-monthly for Tier 2 and weekly for Tier3 to adjust student goals and intervention strategies.	RIS RTI Data and Impact Recording Forms, RTI Parent Reports, RPS RTI Student Data Spreadsheet.	All activities will be monitored, assessed, and revised throughout the 20-21 school year utilizing a CSIP implementation/impact sheet. SAC Coaches, RPS Administrative Team, SBDM Council. RTI Data/Impact Recording Sheets, Tier 2 Weekly, Tier 3 Bi-Weekly (Classroom Teachers) Fall, Winter and Spring RTI Meetings. (Classroom Teachers, RPS Principal/Assistant Principal,	No funding needed.

Goal 1 (State your proficiency goal.): During the 2020-2021 school year, Russell Primary School will increase proficiency in both reading and math in grades K-2.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				DAC and Director of Sp. Education)	
		All grade levels are implementing Covid-19 considerations for reopening school's academic re-entry guidance to adjust math curriculum to fill student learning gaps to assure mastery of skills before moving forward to new grade level standards and content.	PLAN, DO, STUDY ACT Recording Sheets, Common Core Student Mastery of Standards Check List, Lesson Plans, PLC and SAC Meeting Minutes.	All activities will be monitored, assessed, and revised throughout the 20-21 school year utilizing a CSIP implementation/impact sheet. SAC Coaches, RPS Administrative Team, SBDM Council. Plan/Do/Study/Act: Monthly PLC and SA Coach Meetings (Classroom Teachers, SA Coaches, RPS Principal/Assistant Principal)	\$500.00 Stipend for SA Coaches (\$2,500)
		ESS to provide extra assistance for math, grades K-2	Attendance Records and Anecdotal Records and Collaboration with classroom teachers	All activities will be monitored, assessed, and revised throughout the 20-21 school year utilizing a CSIP implementation/impact sheet. SAC Coaches, RPS Administrative Team, SBDM Council. ESS Students Math Beginning, Middle and Ending Diagnostic Scores, Weekly Formative Math Classroom Data. (Classroom Teachers, ESS Teachers, RPS Principal)	Title One ESS Funds-(\$6,000

Goal 1 (State your proficiency goal.): During the 2020-2021 school year, Russell Primary School will increase proficiency in both reading and math in grades K-2.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): During the 2020-2021 School Year, Russell Primary will continue to improve writing instruction to align with our feeder school, Russell McDowell Intermediate Schools future goals of increasing student writing achievement.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1RPS will revise the SBDM writing policy and writing plan that is based on the KDE guidelines and that incorporates best practice activities to improve writing skills and will provide training and support teachers to implement.	RPS SA Coaches, Literacy Ad Hoc Committee will meet monthly to develop a writing policy and plan that is based on best practices and KDE guidelines. The plan will be submitted to the SBDM Council for review and approval.	The RPS SA Coaches and Literacy Ad Hoc Committee will meet to revise RPS's current writing plan and SBDM Writing Policy to be based on writing best practices and the KDE Guidelines.	Meeting agendas and meeting minutes from the Literacy Ad Hoc Committee meetings. Draft of RPS Writing Plan, Draft of RPS Writing Policy.	Monthly CSIP Implementation/Impact Check Sheet. (SA Coaches, AD Hoc Committee Participants, RPS Principal/Assistant Principal)	No Funding Needed
		Once the writing plan and policy is revised, it will be presented to the faculty of RPS for review and additional revisions/edits.	Draft with final revisions of RPS Writing Plan, Draft of final revisions of RPS Writing Policy.	RPS Faculty Meeting Agenda Final Draft of RPS Writing Plan Final Draft of RPS Writing Policy	No Funding Needed
		The final draft of the writing plan and writing policy will be submitted to the SBDM Council for review and approval.	SBDM Meeting Agenda and Meeting Minutes. RPS Writing Plan RPS Writing Policy	SBDM Meeting Agenda SBDM Meeting Minutes Published RPS Writing Policy on RPS School Webpage Published RPS Writing Plan on RPS Published Webpage	No Funding Needed

Goal 2 (State your separate academic indicator goal.): During the 2020-2021 School Year, Russell Primary will continue to improve writing instruction to align with our feeder school, Russell McDowell Intermediate Schools future goals of increasing student writing achievement.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 RPS will revise and update grade level writing pacing guides to update best practice activities to improve writing skills and to provide conferencing feedback to students to target individual student writing needs.	During Grade Level PLC, RPS Teachers will adjust writing pacing guides as they plan for weekly writing instruction and student writing conferences.	Each month grade level PLC's will focus on writing instruction and update the pacing guide for the up coming month for writing. They will also plan for student writing conferences to address individual student writing needs.	PLC Meeting Agenda and Meeting Minutes. Updated Pacing Guides Student Writing Conference Notes Student Writing Work Samples	Monthly CSIP Implementation/Impact Check Sheets (SA Coaches) Monthly SA Meeting Minutes submitted to RPS Principal. (SA Coaches)	No Funding Needed
	2 <sup>nd</sup> Grade Teachers will incorporate ON Demand Writing into their writing pacing guides.	2 <sup>nd</sup> Grade Teachers will review On Demand Writing Protocol and Scoring Criteria and On Demand Writing Practice Sessions will occur monthly.	On Demand Writing Practice Schedule On Demand Writing Pieces	Monthly CSIP Implementation/Impact Check Sheets (2 <sup>nd</sup> Grade Teachers, SA Coach, RPS Principal/Assistant Principal)	No Funding Needed
	During PLC, RPS Teachers will draft and revise a writing continuum based on the 6 plus 1 Traits of Writing for each grade level.	Students will work with their classroom teacher to develop and revise an ongoing writing continuum. The writing continuum will develop as the students improve in writing skills.	Monthly submissions of the writing continuum to the school principal. Student writing samples reflecting their growth on the writing continuum.	Monthly submission of the writing continuum per grade level to RPS Principal. (SA Coach) Review of student writing samples during monthly PLC grade level meeting. (SA Coach)	No Funding Needed

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): During the 2020-2021 school year, Russell Primary will increase Reading and Math Proficiency for the non-duplicated Gap Group.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
To increase reading proficiency by 5% for all RPS Free and Reduced Lunch and/or Special Education Students.	Students who qualify for RTI under our district guidelines will receive Tier 2 and Tier 3 Interventions to help them improve reading proficiency as measured by STAR Early Lit, STAR Reading, Exact Path Reading Diagnostic or Reading Recovery Assessment Data.				
		Students scoring in the lowest 20% of first grade Reading Recovery Reading Assessment will be serviced for intense reading interventions through Reading Recovery 1 on 1 or Small Group for 20 weeks. Students qualifying for RTI only without Reading Recovery Support will be provided with supplemental reading instruction through Next Steps In Guided Reading, Title One assistance with fluency skills, sight word practice, comprehension strategies and ESS.	Data from Reading Recovery. Formative and Summative Reading Data. Data from Reading Eggs, Exact Path Diagnostic and Learning Path Data, STAR Early Lit, STAR Reading.	CSIP Implementation/Impact Sheets (SA Coaches, RPS Principal/Assistant Principal) RTI Progress Data, Fall, Winter and Spring (RPS Principal/Assistant Principal) Reading Recovery Data (Reading Recovery Teacher) Formative and Summative Data Review, Weekly, Monthly and Each 9 Weeks. (Classroom Teachers, SA Coaches, RPS Principal/Assistant Principal)	
Objective 2 To increase math proficiency by 5% for all RPS Free and Reduced Lunch and/or Special Education Students.	Students who qualify for RTI under our district guidelines will receive Tier 2 and Tier 3 Interventions in order to help them improve math				
		Students in RTI will be provided with supplemental math instruction through the use of small group instruction, Exact Path, Math Fluency	Formative and Summative Math Data, Data from math fluency practice, number	CSIP Implementation/Impact Sheets (SA Coaches, RPS Principal/Assistant Principal)	

Goal 3 (State your achievement gap goal.): During the 2020-2021 school year, Russell Primary will increase Reading and Math Proficiency for the non-duplicated Gap Group.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	proficiency as measured by Exact Path Math Diagnostic or End of Year Summative Math Assessment.	Practice, Number Fluency and ESS.	fluency practice, Exact Path Math Diagnostic and Learning Path Data, Beginning, Middle and End of Year Math Assessment.	RTI Progress Data, Fall, Winter and Spring (RPS Principal/Assistant Principal) Reading Recovery Data (Reading Recovery Teacher) Formative and Summative Data Review, Weekly, Monthly and Each 9 Weeks. (Classroom Teachers, SA Coaches, RPS Principal/Assistant Principal)	

#### 4: Growth

Goal 4 (State your growth goal.): During the 2020-2021 school year, Russell Primary School will meet the needs of individual students to demonstrate growth in reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Objective 1 Russell Primary administration will collaborate to support teachers with continued professional learning by 12/20/2021 as measured by classroom observations, relationships built between students and teachers, job embedded professional learning to increased student growth opportunities in reading and math.	Russell Primary will provide professional learning opportunities, professional learning communities and teacher leadership opportunities with follow up activities to promote and support professional learning so the student will reach proficiency and demonstrate growth.	Russell Primary will provide training in curriculum alignment, understanding GAP, writing strategies, new reading series instruction, continued best practices in math instruction and technology PD to address virtually teaching.	Professional Development Agenda Faculty Meeting Agendas Meeting Sign In Sheets	Meeting Agenda, Meeting Minutes and Meeting Sign In Sheets (RPS Principal/Assistant Principal)	
		Teachers will meet weekly during PLC groups to effectively make curriculum decisions and have an appropriate level of influence on instructional decisions. Teachers will analyze student data results from STAR, Exact Path and classroom formative and summative data sets to determine student needs for growth and guide instruction for the year. Teachers will review teaching standards and continue to work on pre- and	PLC Meeting Minutes Formative and Summative Data Pacing Guides	CSIP Implementation/Impact Sheets (RPS Principal/Assistant Principal) Monthly PLC Meeting Minutes (SA Coaches) Plan/Do/Study/Act Progress Data (RPS Teachers)	

Goal 4 (State your growth goal.): During the 2020-2021 school year, Russell Primary School will meet the needs of individual students to demonstrate growth in reading and mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		post-common assessment data and line-item analysis of student work to promote student growth.			
Objective 2					

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): During the 2020-2021 school year, Russell Primary School will ensure that students who transition to and from our school, into kindergarten and out to 3 <sup>rd</sup> are provided supports for a successful transition process.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All students entering and leaving Russell Primary will successfully transition into and out of the primary.	Russell Primary will provide opportunities to support students in transitioning to and from the school.	Students coming into Kindergarten will tour the school and visit with kindergarten teachers. Kindergarten screenings will take place before the summer. Information will be obtained from Pre-K, Head Start, parents and other agencies before place student in classes for the 2021-2022 school year. Kindergarten Camp will take place in early August.	Kindergarten Enrollment Sheets. Participation Count Teacher and Parent Feedback.	Participation Number Count, Student enrollment list based on enrollment sheets. Student, Parent, Community and Teacher Feedback.	Title One Funding, Family Resource Funding will be used to Sponsor Kindergarten Spring Registration. Not to Exceed \$800.00
		Transition activities will take place for students going into first and second grade next year. These will take place in the spring before students break for the summer. Moving Up Placement Cards will be completed for each classroom and the information on the cards will be used to place students into their classes for the next year. These cards will be given to the RPS Principal. The Back to School Get Together will take place the week before school. All students and parents will meet their teacher, as well as receive important information about the up-and-coming school year.	Participation Plans noted in lesson plans. Student and Teacher Feedback. Moving Up Placement Cards	Student, Parent, Community and Teacher Feedback.	No Funding Needed
		Second grade will participate in at least one transition activity in the	Participation Plans noted in lesson plans.	Student, Parent, Community and Teacher Feedback.	\$60.00 Bus Transportation Cost

Goal 5 (State your transition readiness goal.): During the 2020-2021 school year, Russell Primary School will ensure that students who transition to and from our school, into kindergarten and out to 3<sup>rd</sup> are provided supports for a successful transition process.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		spring. Moving up cards will be completed by 2 <sup>nd</sup> grade teachers and sent to RMIS administration.	Students and Teacher Feedback. Moving Up Placement Cards.		
Objective 2					

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): N/A For Russell Primary School					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

### Components Of Turnaround Leadership Development And Support:

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

**Response:**

### Identification Of Critical Resources Inequities:

**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

**Response:**

### Targeted Subgroups and Evidence-Based Interventions:

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

**Response:**

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

### Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

**Response:**

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

### Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the [“Documenting Evidence under ESSA”](#) resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2020-21 Phase Three: Executive Summary for  
Schools\_09112020\_14:24

2020-21 Phase Three: Executive Summary for Schools

**Russell Primary School**  
**LeaAnn Crager**  
710 Red Devil Lane  
Russell, Kentucky, 41169  
United States of America

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## 2020-21 Phase Three: Executive Summary for Schools

. 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 Primary School is located in Greenup County in Eastern Kentucky. Russell Primary is part of the Russell Independent School System serving students from Flatwoods, Russell, and Bellefonte. Russell Primary has a current enrollment of 429 students grades K-2. Russell Primary has had a decrease in student enrollment of approximately 60 students. This decrease is attributed to the loss of our community local hospital, Bellefonte Hospital, which was one of our communities largest employers. We have also experienced a change in our student population where our Free/Reduced Lunch Population and Special Education Population has increased significantly. This increase in our Special Education Department has created a need for an additional half time teacher. The school is an integral part of the community as evidenced by a tremendous amount of parent and community involvement in our school. With Covid-19 Protocols in place, our community has not been able to be physically involved with the school as normal, but they have been very supportive with support and encouragement.

. 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.

Russell Primary's mission: We Build the Foundation for Lifelong Learning, reflects what we stand for and our commitment to preparing our young students for future success. Our beliefs are as follows: We believe that home, community, parents, students and educators working together can create a positive school environment in which all learners can succeed. We believe all children can learn challenging subject matter and skill through active learning, which empowers their individual mastery. Achievement occurs when the focus is on students and their performance, not just successful implementation of programs. We believe all children can learn to accept responsibility for their academic progress and their own actions. Continuous school improvement is not a lockstep process: it is driven by the uniqueness of each school and the ownership taken by the school community. There is one destination, but there are many pathways to arrive at the destination.

. 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.

Over the last three years RPS most notable achievement has been the professional development of our staff. We have dedicated teachers and staff who are willing to take risks and put themselves out there to better themselves, their instruction and our students. Our need and desire to build capacity within the building to strengthen the teaching of reading to be able to target the individual needs of our students; our Read to Achieve Teacher has built capacity within our building by training a Plus One Teacher for 3 consecutive years. This training has led to the growth in interest of other teachers in our building. Our Read to Achieve Teacher has taken it upon herself to use her planning time and any breaks in her schedule to coach and mentor other teachers in the building. The Reading Recovery Team also brought back a reading intervention program they learned about at The Reading Recovery National Conference called RISE. Their desire to start RISE at our school led them to planning professional development for the entire school and to train our special area teachers, Art, Music, P.E. and STEAM, to implement that program. They have also trained our special area teachers in running records to assist regular classroom teachers to be able to level their students in guided reading levels much more quickly and efficiently at the beginning of the school year so teachers can immediately begin guided reading lessons and target reading skills for individual students. Over the next three years, we are dedicated to the continued effort of building the skill and knowledge of all of our teachers in best practices and strategies for guided reading. We are continuing to focus on intentional instruction to target the foundational skills our students need to be successful readers and on grade level in reading when they exit the primary school. We are also focused on building fluency skills in mathematics with all of our students. Number fluency continues to be a weakness for most students in K and 1st grade. Understanding numbers, composing and decomposing numbers, counting and cardinality skills are an area of focus for K-1 for the next three years. Our 2nd graders continue to focus on composing and decomposing numbers and fact fluency. As students becoming fluent in these areas this will allow for students to be able to retrieve numbers and facts quickly and apply these processes to higher level thinking skills and problem solving skills more easily. This will help our students to be on grade level in math as they exit the primary and enter the Intermediate School t. Additionally due to COVID-19 our students for the past nine months have not consistently been in school; Guided Reading and Math Fluency are two areas that we will focus on intensely during the next three years to close gaps in their learning with these early foundational skills.

. **CSI/TSI Schools (including ATSI) 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.

N/A

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

Due to Covid-19 the State Assessment was not able to be completed for the 2019-2020 school year, therefore we will continue to focus on our current District initiatives. We will continue to focus on writing to build consistent writing vocabulary and authentic writing instruction K-12 by incorporating 6 Plus 1 Writing into our writing curriculum. We will also continue to focus on a comprehensive math alignment in grades K-8. We will continue to work vertically with these grades to build continuity and consistency in our math program. We will also continue to align our reading instructional practices by developing units based upon KCAS/ Common Core Standards as we continue to develop and understand our newly adopted reading materials.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap  
Diagnostic\_09112020\_14:26

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**Russell Primary School**  
**LeaAnn Crager**  
710 Red Devil Lane  
Russell, Kentucky, 41169  
United States of America

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

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

Russell Primary has identified 201 students in the GAP Group for the 2020-2021 school year. See the attached spread sheet.

### **ATTACHMENTS**

#### **Attachment Name**

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RPS 2020-2021 Measurable Gap Goals

## II. Achievement Gap Analysis

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

Russell Primary School is located in Greenup County in Eastern Kentucky. Russell Primary is part of the Russell Independent School System serving students from Flatwoods, Russell, and Bellefonte. RPS's enrollment during the 19-20 school year was 510. For the this current school year, 2020-2021 we have an enrollment of 429 students grades K-2. Our school's mission statement, We Build The Foundation for Lifelong Learning is the driving force for our school. All faculty and staff live our mission. We believe all students regardless of disabilities, social economic factors, race, religion, gender are able to learn at high levels. We treat children as individuals, build relationships with them and form collaborative partnerships with their families in order to meet each students individual physical, mental and academic needs. Our school population and the school district's population has changed over the past 3-4 years where we are seeing more diverse needs in our students. It is our commitment to provide a safe, caring, loving and rigorous learning environment for all students so that they can be successful now and as they continue to grow and learn.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

In 2017-2018 our Exact Path Reading and Math Diagnostic were new to our school. We had previously used MAP assessment. We did not begin implementing Exact Path until December, therefore we only have 2 Diagnostic Assessments for each subject of reading and math. For the 2019-2020 School Year, we were able to complete Diagnostic 1 and 2 for both reading and math while in school. Due to Covid-19 students took the 3rd diagnostic at home and it is felt that the 3rd diagnostic for reading and math are not completely accurate. Looking at all data from 2017 through 2020, it is clear that students in both reading and math made progress in both areas and our GAP Group did increase their scores by 5% or greater in both subject areas.

### **ATTACHMENTS**

#### **Attachment Name**

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RPS 2020-2021 Measurable Gap Goals

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Our Free/Reduced Lunch Students and our Special Education Students made the most improvements in mathematics the areas of Measurement and Data and Numbers and Operations for the 2017-2018, 2018-2019 and the 2019-2020 school years. We saw decreases in these two areas of greater than 29% in students scoring below the 49th percentile nationally. We also saw increases greater than 28% in students scoring in the 50th percentile or above. For reading in the areas of Language and Vocabulary, Reading Foundational Skills and Reading Literature we saw decreases of greater than 26% in students scoring below the 49th percentile and increases greater than 27% of students scoring in the 50th percentile or above.

## **ATTACHMENTS**

### **Attachment Name**

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RPS 2020-2021 Measurable Gap Goals

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Our Exact Path Data shows for both mathematics and reading we have continued to show growth and made significant progress in all subdomains as well as overall progress.

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

As noted above we are closing gaps for these groups of students. However, since that are our most at risk groups we continue to strive to target these two groups in the following ways. With our continued increase in Free/Reduced Lunch Students and Special Education students this has created a need for more collaboration between teachers and our Special Education Teachers. We have SA coaches at all grade levels and in the Special Education Department and the Reading Recovery/ Title One Department as well. This allows for regular education teachers to be able to collaborate with these specialist to implement more specific strategies to help students who are struggling with reading and math skills. We also have a focus on school wide Guided Reading Groups, utilizing the best practices and next steps in

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guided reading so that students get individualized and small group instruction tailored to their specific needs. We utilize our Art, Music, PE, STEAM Lab instructors for Response to Intervention for both reading and math as well as utilizing our instructional assistants for skill/drill practice in both reading and math. We are training our teachers to reach students individual needs through professional development and book studies about RISE and Guided Reading Practices. We also continue to work through professional development to understand the design of our reading and math programs and aligning our instructional activities to the common core standards and developing common assessments for each unit of study. These common assessments play an integral part of our PLC meetings so that student work can be analyzed to know how to go back and reteach and remediate before moving on with the curriculum. With the Covid-19 Pandemic, each grade level has also analyzed data to know what skills from 2019-2020 school year were taught to mastery, what standards were not taught to mastery or addressed during the last 9 weeks due to school closure and students learning from home. These gaps have been for K, letter/sound correspondence and geometry, for 1st grade, blending CVC words, writing to revise, edit and publish and geometry and for 2nd grade, decoding strategies and word analysis skills, grammar skills and measurement. Each grade level has been able to and continues to address these learning gaps this year (20-21) as we were able to have students in person learning and learning virtually to fill in these learning gaps before moving forward with new grade level standards. We also utilize ESS Funds to target these subgroups, collaborate with our Family Youth Resource Service Center and have constant and consistent communication with students families.

## **ATTACHMENTS**

### **Attachment Name**

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RPS 2020-2021 Measurable Gap Goals

F. 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.

At RPS, we have PLC meetings bi-monthly with the principal and assistant principal to specifically review student data from grade level common assessments, data from Plan, Do, Study, Act action plans and diagnostic data from Exact Path, STAR Reading and STAR Early Lit. We also have RTI meetings three times a year that involve the principal, assistant principal, DOSE and DAC to review Tier 2 and Tier 3 Goals and progress monitoring data. SA Coaches also meet monthly with the principal and assistant principal to discuss student data from all of the above

mentioned areas in order to address curriculum needs vertically. Each year we have an In The Know Night, where school data is presented to parents and guardians of students and they are able to give us feedback through a parent/guardian survey. We have a three hour data analysis training yearly that all teachers and SBDM members are required to attend to disaggregate the state testing data; we use this information to make unified goals with our feeder school, RMIS. Due to Covid-19, we have no state test data to disaggregate for the 2019-2020 school year. However, at RPS we continue to analyze our 2019-2020 Diagnostic Data from Exact Path and STAR Reading/Early Lit and Common Assessments.

## **ATTACHMENTS**

### **Attachment Name**

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RPS 2020-2021 Measurable Gap Goals

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

Both our PD Plan and our ESS Plan provide for our GAP Group. Our PD Plan targets Guided Reading Instruction as well as technology to provide the best virtual instruction for our students. Our ESS Plan targets each grade level K-2, to target the specific learning needs of individual students and small groups of students in both the areas of reading and math. Two of our ESS teachers are our Special Education Teachers so they are able to use their expertise to target the instructional needs of our students.

## **ATTACHMENTS**

### **Attachment Name**

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RPS 2020-2021 Measurable Gap Goals

### III. Planning the Work

. 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).

Based on our Exact Path trend data from 2017-2020, our 2020-2021 Reading Recovery Data, Covid-19 re-opening of school data, grade level Plan, Do, Study, Act Data the following measurable goals have been identified for our GAP Population of Free/Reduced Lunch Students and Special Education Students. By May of 2020, RPS will decrease the percentage of GAP Students scoring in the 49%tile or below in the area of Numbers and Operations by 5% according to the Exact Path Spring Diagnostic. By May of 2020 RPS will decrease the percentage of GAP Students scoring in the 49%tile or below in the area of Reading Foundational Skills by 5% according to the Exact Path Spring Diagnostic.

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.

GAP Plan Attached

#### **ATTACHMENTS**

##### **Attachment Name**

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RPS 2020-2021 Measurable Gap Goals

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Continuous Improvement Stakeholders 2018-2021	List of Continuous Improvement Stakeholder Names	• II.F
 Covid-19 Academic Re-entry Data 2020-2021	K-2 Academic Re-entry Data 2020-2021	• II.E
 Exact Path Math Subdomain Scores 2017-2020	Subdomain overall student scores 2017-2020	• II.C
 Exact Path Reading and Math Diagnostic Data 2017-2020	School Wide Proficiency Scores 2017-2020, Reading and Math	• II.B
 Exact Path Reading Subdomain Scores 2017-2020	Overall subdomain scores for reading 2017-2020	• II.C
 Gap Reading and Math Goals	GAP Goals 20-21	• III
 RPS 2020-2021 Achievement Gap Group Identification	Number of students in GAP Group and percentage of school.	• I
 RPS 2020-2021 Measurable Gap Goals	GAP Goals RPS 2020-2021 Reading and Math	•
 RPS ESS 20-21 Plan	20-21 ESS Plan	• II.G
 RPS PD Plan 2020-2021	PD Plan	• II.G