



Fayette County Public Schools

Executive Summary Fayette County Public Schools Board Meeting Agenda Item

MEETING: Planning

DATE: 4/16/2026

TOPIC: Russell Cave Elementary Turnaround Plan

PREPARED BY: Matt Marsh

Recommended Action on: 4/16/2026
Planning

Superintendent Prior Approval: Yes

Recommendation/Motion: A motion to approve the Russell Cave Elementary Turnaround Plan.

Background/Rationale: The Diagnostic Review was conducted at Russell Cave Elementary by a team of highly qualified evaluators who examine the school's adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of the school to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders and observations of instruction, learning and operations. As a result, improvement priorities are developed to enhance the capacity of the school to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness. The Diagnostic Review Report identified two (2) improvement priorities for Russell Cave Elementary.

Strategic Priority:

- Student Achievement
- Unity, Belonging & Student Efficacy
- Highly Effective, Culturally Responsive Workforce
- Outreach & Engagement
- Organizational Health & Effectiveness

Data Considerations:

Improvement Priority #1 - Empower teachers and build their capacity to analyze data from multiple sources and tailor instruction to address students' needs.

Improvement Priority #2 - Establish and implement a professional learning system that equips staff and leaders with the skills and knowledge to meet the specific needs of students.

Policy: 01.11

Fiscal Impact: \$0.00

Attachments(s): CSI Addendum: RCES Turnaround Plan

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Schools, 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldrige, etc.*);
- **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 Results](#)

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

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

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Improvement Priority 1: Empower teachers and build their capacity to analyze data from multiple sources and tailor instruction to address students' needs.

Improvement Priority 2: Establish and implement a professional learning system that equips staff and leaders with the skills and knowledge to meet the specific needs of students.

RCE CSI Addendum

Objective(s):

By 2026, Russell Cave Elementary will decrease novice from 52% to 37% in math.

By 2026, Russell Cave Elementary will decrease novice from 49% to 34% in reading.

Strategy:

KCWP 4 Review, Analyze, Apply Data Results

Implement a systematic process that ensures the regular review, analysis, and use of student data from a variety of sources to inform instructional decisions

KCWP 5 Design, Align, Deliver Support Processes

Establish a system to monitor the overall effectiveness of a multi-tiered system of supports to meet the specific needs of students.

KCWP 6 Establish Learning Environment and Culture

Implement and monitor a professional learning system that utilizes embedded professional learning, PLCs, and a coaching and feedback cycle

Activities:

1. Develop a data system to collect and disaggregate student data that includes targeted student groups. Refine the data analysis protocol to analyze student learning data from multiple sources (i.e. district assessments, benchmark assessment (MAP, Iready), formative assessments, and student work analysis.) Increase utilization of analysis results to inform instructional delivery and to determine Tier 1 interventions and acceleration opportunities. **(EBP 1)**
 - a. PLCs will continue to use the PLCs at Work by Solution Tree as the PLC framework.
 - b. PLCs will utilize the data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?).
2. Refine the MTSS system to include a clearly defined RtI process and protocol for implementation and progress monitoring. Revise and communicate the expectations for Tier II and Tier III interventions. Collect data on a consistent schedule to be utilized by the MTSS team for tiered intervention decisions.
3. Develop and communicate clear expectations with a defined process for WIN time, implement targeted skills aligned to KAS, analyze data, and monitor with fidelity to determine next steps based on student needs.
4. Organize on-going professional learning with the district to identify the use of Ellevation strategies within the HQIRs and the district curriculum framework to increase proficiency. **(EBP 2)**
5. Embed professional learning for all teachers including Multilingual teachers on how to interpret and apply the WIDA/ ELD language charts to scaffold instruction. **(EBP 2)**
6. Ensure all teachers implement and consistently use academic language routines (e.g., sentence frames, word banks, graphic organizers, integrating visuals, etc.) during instruction to address targeted student groups.
7. Utilize a Co-Teaching Model, specifically the Team Teaching model, to specifically address the needs of targeted student groups.
8. Demonstrate the planning and deployment of accommodations/differentiation strategies to support student needs. Progress monitor the effectiveness through data collection and analysis. **(EBP 1)**
9. Revise the current coaching system to support teacher efficacy in the areas of the Kentucky Academic Standards, HQIR unit and lesson internalization, assessment data literacy, high yield instructional strategies, etc. Embed a fidelity check cycle within the system to provide immediate and actionable feedback to initiate professional discussions, decisions, and adjustments. **(EBP 2)**
10. Create and implement a walkthrough tool with actionable feedback to monitor and support PLC, Professional Learning, and coaching next steps. **(EBP 2)**

Progress Monitoring:

- Weekly Planning and Data PLCs monitored by a member of the administrative team: principal, assistant principal, or instructional coach **(activities 1, 2, 3)**
 - Schedule
 - Protocol
 - Agenda
 - Planning materials
 - Multiple student data sources

- Monthly MTSS Team meetings facilitated by the MTSS lead and monitored by a member of the administrative team (activities 1, 2, 3)
 - Schedule
 - Protocol
 - Agenda and minutes
 - Data analysis
 - Tiered intervention groupings
- During weekly administrative meetings school leaders will use the analysis of classroom observation data to determine next steps for professional growth (activities 4, 5, 6, 7, 8, 9, 10)
 - Agenda and minutes
- Formal and informal classroom observations conducted by school leaders will occur weekly, bi-weekly, monthly, or quarterly (activities 4, 5, 6, 7, 8, 9, 10)
 - Schedule
 - Protocol
 - walkthrough/observation tool to monitor:
 - HQIR Look-fors
 - HYIS Look-fors
 - Professional learning connections
 - PLC next steps
- School leaders will discuss and monitor the effectiveness of coaching cycles during the weekly administrative team meetings (activities, 4, 5, 6, 7, 8, 9, 10)
 - Agenda and minutes
- Coaching and feedback conducted by an assigned member of the school leadership team will occur weekly, bi-weekly, monthly, or quarterly (activities, 4, 5, 6, 7, 8, 9, 10):
 - Schedule
 - Protocol
 - cycle determined by planning and data PLCs and walkthrough data

Funding:

SIF funds will be used to provide the required funds for any professional learning and resources that support the planning and implementation of the HQIRs, interventions, PLCs, and the coaching system.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Improvement Priority 1: Empower teachers and build their capacity to analyze data from multiple sources and tailor instruction to address students' needs.

Improvement Priority 2: Establish and implement a professional learning system that equips staff and leaders with the skills and knowledge to meet the specific needs of students.

RCE CSI Addendum

Three- to Five-Year Goal:

By 2029, Russell Cave Elementary will increase from 16% Proficient/Distinguished (P/D) to 52% in math.
By 2029, Russell Cave Elementary will increase from 22% P/D to 52% in reading.

Objective(s):

1. By 2027 Russell Cave Elementary will increase from 16% Proficient/Distinguished (P/D) to 27% in math.
2. By 2027, Russell Cave Elementary will increase from 22% P/D to 31% in reading.

Strategy:

KCWP 4 Review, Analyze, Apply Data Results

Implement a systematic process that ensures the regular review, analysis, and use of student data from a variety of sources to inform instructional decisions

KCWP 5 Design, Align, Deliver Support Processes

Establish a system to monitor the overall effectiveness of a multi-tiered system of supports to meet the specific needs of students.

KCWP 6 Establish Learning Environment and Culture

Implement and monitor a professional learning system that utilizes embedded professional learning, PLCs, and a coaching and feedback cycle

Activities:

1. Review/revise the PLC protocol to ensure a formal, documented, and evidence based PLC protocol is implemented (KAS Deconstruction, Unit and Lesson internalization using the HQIRs, analyze trend and current student data from multiple sources, and plan for next steps) and monitor for fidelity. **(EBP 1)**
2. Develop a data system to collect and disaggregate student data that includes targeted student groups. Refine the data analysis protocol to analyze student learning data from multiple sources (i.e. district assessments, benchmark assessment (MAP, Iready), formative assessments, and student work analysis.) Increase utilization of analysis results to inform instructional delivery and to determine Tier 1 interventions and acceleration opportunities. **(EBP 1)**
 - a. PLCs will continue to use the PLCs at Work by Solution Tree as the PLC framework.
 - b. PLCs will utilize the data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?).
3. Build professional practices with aligned professional learning opportunities that support the planning and instructional delivery of the HQIRs, use of high yield instructional strategies, create rigorous and

collaborative learning experiences for students, and inform instructional decisions within the MTSS system. (EBP 2)

4. Set and communicate clear expectations for the implementation of the classroom instruction structure.
5. Develop and implement a process for monitoring and evaluating the effectiveness of schoolwide systems (e.g., schedules, PLCs, instructional resources, interventions, professional learning, communication plan)
6. Revise the current coaching system to support teacher efficacy in the areas of the Kentucky Academic Standards, HQIR unit and lesson internalization, assessment data literacy, high yield instructional strategies, etc. Embed a fidelity check cycle within the system to provide immediate and actionable feedback to initiate professional discussions, decisions, and adjustments. (EBP 2)
7. Create and implement a walkthrough tool with actionable feedback to monitor and support PLC, Professional Learning, and coaching next steps. (EBP 2)

Progress Monitoring:

- Weekly Planning and Data PLCs monitored by a member of the administrative team: principal, assistant principal, or instructional coach (activities 1, 2)
 - Schedule
 - Protocol
 - Agenda
 - Planning materials
 - Multiple student data sources
- During weekly administrative meetings school leaders will use the analysis of classroom observation data to determine next steps for professional growth (activities 3, 4, 5)
 - Agenda and minutes
- Formal and informal classroom observations conducted by school leaders will occur weekly, bi-weekly, monthly, or quarterly (activities 3, 4, 5)
 - Schedule
 - Protocol
 - walkthrough/observation tool to monitor:
 - HQIR Look-fors
 - HYIS Look-fors
 - Professional learning connections
 - PLC next steps
- School leaders will discuss and monitor the effectiveness of coaching cycles during the weekly administrative team meetings (activities 6, 7)
 - Agenda and minutes
- Coaching and feedback (conducted by an assigned member of the school leadership team will occur weekly, bi-weekly, monthly, or quarterly(activities 6, 7)
 - Schedule
 - Protocol
 - cycle determined by planning and data PLCs and walkthrough data

Funding:

SIF funds will be used to provide the required funds for any professional learning and resources that support the planning and implementation of the HQIRs, interventions, PLCs, and the coaching system.