

Rutherford Elementary Turnaround Plan for 26-27

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.

Objective(s):

By May 2027, Rutherford Elementary School will increase the amount of African American students scoring proficient or distinguished on KSA for **Reading** from **7%** to **46.9%**.

By May 2027, Rutherford Elementary School will increase the amount of African American students scoring proficient or distinguished on KSA for **Mathematics** from **5%** to **45.2%**

Strategy:

Strategy 1- KCWP 2: Design and Deliver Instruction

All students will receive universal, high-quality, equitable, and responsive Tier I instruction. We will enhance the consistency and coherence of instruction through clearly articulated and consistently monitored expectations. Collaborative Team Meetings (CTM) will incorporate Professional Learning Cycles focused on intellectual preparation cycles, understanding and utilizing District-supported curricula, and appropriate use of student supports. Clearly defined co-teaching expectations, supported with professional learning, will ensure supports are responsive to individual student needs.

Strategy 2- KCWP 5: Design, Align and Deliver Support

We will establish, communicate, implement, and monitor aligned systems, data, and practices to foster positive, equitable, and inclusive learning environments for all students. Continuous improvement structures will support consistent application of evidence-based instructional practices for academic, behavioral, and social-emotional competencies. Data-based decision-making will support all learners' needs. Resource alignment will guarantee that these cohesive systems effectively support continuous improvement and success of students and staff.

Activities:

- Establish coherence and consistency within Tier 1 instruction by developing, communicating and monitoring shared commitments and expectations for use of District supported curriculums and teaching and learning. KCWP 2: Design and Deliver Instruction **IP: 2**
- Provide professional learning to focus on curriculum structure and design required by EL and IM curriculums to support teacher understanding of the why behind lesson design. KCWP 2: Design and Deliver Instruction **IP: 2**
- Provide targeted professional learning, coaching and support to support full implementation of Skills Block and All Block components of EL Curriculum. KCWP 2: Design and Deliver Instruction **IP: 2**
- Create Rutherford specific pacing guides aligned with District expectations to clearly communicate pacing expectations and allow for differentiation and re-teaching opportunities across grade-levels. KCWP 2: Design and Deliver Instruction **IP: 2**
- Create and utilize a “What I Need” (WIN) time to allow for additional targeted instruction and/or re-teaching. KCWP 2: Design and Deliver Instruction **IP: 1**
- Create and implement a year long professional learning and support calendar before the start of school to ensure release time for extended planning time for teachers and 3 days of work and learning time prior to the start of 2026-2027 school year, to support lesson internalization and plan for professional learning needs to support curriculum and continually review and adapt as needed based on data. KCWP 2: Design and Deliver Instruction **IP: 1; IP: 2**
- Revise the main schedule to ensure adequate time for instruction and effective use of resources and supports to implement effective Tier 1 instruction and continually review and adapt as needed based on perception data KCWP 2: Design and Deliver Instruction **IP: 1; IP: 2**
- Revise the main schedule to ensure protected time for collaboration, lesson preparation and data analysis 2 days a week for PLCs/CTMs. KCWP 2: Design and Deliver Instruction **IP: 1; IP: 2**
- Develop and implement and monitor a professional learning cycle protocol for PLC/CTM time to support intellectual preparation to include: KCWP 2: Design and Deliver Instruction **IP: 2**
 - Professional Learning anchored in the curriculum
 - Unit and Module unpacking
 - Lesson Internalization
 - Learning Walks (minimum 2x per year, per grade-level)
 - Data and Student Work Analysis KCWP 5: Design, Align and Deliver Support **IP: 1**
- Develop and implement Rutherford specific expectations for co-teaching and collaboration including the preferred structure, indicators of quality and observation tool. KCWP 2: Design and Deliver Instruction **IP: 2**
- Develop, implement and monitor a systematic plan for coaching to provide teachers feedback and support to implement District supported curriculums and differentiation strategies to meet student needs while maintaining high expectations for all. KCWP 2: Design and Deliver Instruction, KCWP 5: Design, Align and Deliver Support **IP: 1; IP: 2**
- Refine the existing walkthrough tool to provide data on HQIR implementation, pacing, co-teaching, differentiation, student engagement strategies, and high-quality instruction. KCWP 5: Design, Align and Deliver Support **IP: 1; IP: 2**

- Refine, implement and monitor the current MTSS system to support students' behavioral, social-emotional and academic needs, including clarity of expectations, use of data, work process, communication protocols and scheduling. Provide additional MTSS support with planning and instruction. KCWP 5: Design, Align and Deliver Support **IP: 1**
- Refine, implement and monitor PBIS system to ensure that it is consistent and reliable for students and staff. KCWP 5: Design, Align and Deliver Support **IP: 1**
- A “Guiding Coalition” of staff will support the admin team with school-wide data analysis, and monitoring of systems (i.e. CTMs/PLCs, MTSS, HQIR implementation, Co-Teaching, etc.) KCWP 5: Design, Align and Deliver Support **IP: 1**
- Implement a data analysis protocol to support interpretation and use of data. Data will be housed on a school-wide Data Hub. KCWP 5: Design, Align and Deliver Support **IP: 1**
- Develop a system of support for new and new to Rutherford teachers to include mentoring and coaching. KCWP 5: Design, Align and Deliver Support **IP: 1; IP: 2**

Progress Monitoring:

- Clear expectations: Rutherford specific expectations will be housed on *The Mountaintop* (Principal). Evidence of co-creation and feedback as part of a continuous improvement cycle will be present on Staff Meeting, Guided Coalition and PLC/CTM agendas(admin). Progress will be monitored with weekly PLC/CTM and monthly Guiding Coalition agendas (admin). Weekly walkthrough data will ensure adherence to expectations (admin).
- Professional Learning Cycles and PLC Intellectual Preparation: Progress will be monitored with weekly PLC/CTM, weekly walkthrough data and monthly Guiding Coalition agendas(admin/ Guided Coalition). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- Implementation of Skills/All Block: Progress will be monitored with weekly Walkthroughs(admin/Coaching Team). Evidence of planning and preparation will be present in weekly PLC/CTM agenda and in coaching cycle documentation (Teachers) . Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly (admin/Coaching Team).
- Pacing and Curriculum Support: Create curriculum support materials(PLCs/Resource Teacher) will be posted on *The Mountaintop* (principal) and in individual team folders (PLCs/Resource Teacher). Evidence of use will appear on Walkthroughs and within documented coaching cycles (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- WIN: WIN will appear on the Main Schedule and individual teacher schedules (admin). Decisions about WIN time will appear in grade-level PLC/CTM agendas(PLCs/Resource Teachers). Weekly Walkthroughs and feedback and coaching cycles will document evidence of implementation (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- Revised Schedule/adjustment in Special Areas: Evidence will appear in the main schedule (admin/teachers). Walkthrough tool will monitor implementation weekly (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.

- Professional Learning Calendar: Progress will be monitored using Walkthrough data, PLC/CTM agendas, and staff meeting agendas (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- PLCs/CTMS: Progress will be monitored through weekly PLC/CTM agendas indicating intellectual preparation work (CTMS/Resource Teacher). Weekly Walkthroughs and twice yearly Learning Walks will monitor application of intellectual preparation work (Resources Teacher/Coaching Team).
- Coaching and Feedback: Rutherford Feedback and Coaching Vision/Mission and Collective Commitments will be co-designed and shared with all staff (staff/admin). Progress will be monitored using weekly Walkthrough data (admin/Guiding Coalition). Each teacher will receive documented feedback a minimum of 2 times per month and will participate in at least one coaching cycle per year (Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly. Principal and Resource Teacher will review coaching cycles and coaching data monthly.
- MTSS: Rutherford MTSS Vision/Mission and Collective Commitments will be co-designed and shared with all staff (staff/admin). MTSS identification protocols and meeting schedule will be communicated with staff before the beginning of the school year (admin). Progress will be monitored using MTSS agendas (admin/Guiding Coalition). The Guiding Coalition and the admin team will review MTSS data monthly.
- PBIS: Rutherford PBIS Vision/Mission and Collective Commitments will be co-designed and shared with all staff (staff/admin) PBIS protocols and meeting schedule will be communicated with staff before the beginning of the school year (PBIS Team/admin). Progress will be monitored using PBIS team agendas, PBIS points tracking and evidence of celebrations/rewards occurring (PBIS Team/admin). The Guiding Coalition and the admin team will review MTSS data monthly.
- Guiding Coalition: Progress will be monitored (Principal) using monthly Guiding Coalition agendas.

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.

Three- to Five-Year Goal:

By May 2029, the amount of students scoring proficient or distinguished on KSA for **Reading** will increase from 15% to 55.8%.

By May 2029, the amount of students scoring proficient or distinguished on KSA for **Math** will increase from 10% to 59.4%.

Objective(s):

By May **2027**, Rutherford Elementary School will increase the amount of students scoring proficient or distinguished on KSA for **Reading** from **15% to 52.7%**.

By May **2027**, Rutherford Elementary School will increase the amount of students scoring proficient or distinguished on KSA for **Math** from **10% to 53.6%**.

Strategy 1:

Strategy 1- KCWP 2: Design and Deliver Instruction

All students will receive universal, high-quality, equitable, and responsive Tier I instruction. We will enhance the consistency and coherence of instruction through clearly articulated and consistently monitored expectations. Collaborative Team Meetings (CTM) will incorporate Professional Learning Cycles focused on intellectual preparation cycles, understanding and utilizing District-supported curricula, and appropriate use of student supports. Clearly defined co-teaching expectations, supported with professional learning, will ensure supports are responsive to individual student needs.

Strategy 2- KCWP 5: Design, Align and Deliver Support

We will establish, communicate, implement, and monitor aligned systems, data, and practices to foster positive, equitable, and inclusive learning environments for all students. Continuous improvement structures will support consistent application of evidence-based instructional practices for academic, behavioral, and social-emotional competencies. Data-based decision-making will support all learners' needs. Resource alignment will guarantee that these cohesive systems effectively support continuous improvement and success of students and staff.

Activities:

- Establish coherence and consistency within Tier 1 instruction by developing, communicating and monitoring shared commitments and expectations for use of District supported curriculums and teaching and learning. **KCWP 2: Design and Deliver Instruction IP: 2**

- Provide professional learning around design and shifts in thinking required by EL and IM curriculums to support teacher understanding of the why behind lesson design. KCWP 2: Design and Deliver Instruction **IP: 2**
- Provide targeted professional learning, coaching and support to support full implementation of Skills Block and All Block components of EL Curriculum. KCWP 2: Design and Deliver Instruction **IP: 2**
- Create Rutherford specific pacing guides aligned with District expectations to clearly communicate pacing expectations and allow for differentiation and re-teaching opportunities across grade-levels. KCWP 2: Design and Deliver Instruction **IP: 2**
- Create and utilize a “What I Need” (WIN) time to allow for additional targeted instruction and/or re-teaching. KCWP 2: Design and Deliver Instruction **IP: 1**
- Create and implement a year long professional learning and support calendar before the start of school to ensure release time for 4 extended planning days for teachers and 3 days of work and learning time prior to the start of 2026-2027 school year, to support lesson internalization and plan for professional learning needs to support curriculum and continually review and adapt as needed based on data. KCWP 2: Design and Deliver Instruction **IP: 1; IP: 2**
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- Revise the main schedule to ensure protected time for collaboration, lesson preparation and data analysis 2 days a week for PLCs/CTMs. KCWP 2: Design and Deliver Instruction **IP: 1; IP: 2**
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- Refine the existing walkthrough tool to provide data on HQIR implementation, pacing, co-teaching, differentiation, student engagement strategies, and high-quality instruction. KCWP 5: Design, Align and Deliver Support **IP: 1; IP: 2**
- Refine, implement and monitor the current MTSS system to support students’ behavioral, social-emotional and academic needs, including clarity of expectations, use of data, work process, communication protocols and scheduling. Provide additional MTSS support with planning and instruction. KCWP 5: Design, Align and Deliver Support **IP: 1**

- Refine, implement and monitor PBIS system to ensure that it is consistent and reliable for students and staff. KCWP 5: Design, Align and Deliver Support **IP: 1**
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- Implement a data analysis protocol to support interpretation and use of data. KCWP 5: Design, Align and Deliver Support **IP: 1**
- Develop a system of support for new and new to Rutherford teachers to include mentoring and coaching. KCWP 5: Design, Align and Deliver Support **IP: 1; IP: 2**

Progress Monitoring:

- Clear expectations: Rutherford specific expectations will be housed on *The Mountaintop* (Principal). Evidence of co-creation and feedback as part of a continuous improvement cycle will be present on Staff Meeting, Guided Coalition and PLC/CTM agendas(admin). Progress will be monitored with weekly PLC/CTM and monthly Guiding Coalition agendas (admin). Weekly walkthrough data will ensure adherence to expectations (admin).
- Professional Learning Cycles and PLC Intellectual Preparation: Progress will be monitored with weekly PLC/CTM, weekly walkthrough data and monthly Guiding Coalition agendas(admin/ Guided Coalition). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- Implementation of Skills/All Block: Progress will be monitored with weekly Walkthroughs(admin/Coaching Team). Evidence of planning and preparation will be present in weekly PLC/CTM agenda and in coaching cycle documentation (Teachers) . Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly (admin/Coaching Team).
- Pacing and Curriculum Support: Create curriculum support materials(PLCs/Resource Teacher) will be posted on *The Mountaintop* (principal) and in individual team folders (PLCs/Resource Teacher). Evidence of use will appear on Walkthroughs and within documented coaching cycles (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- WIN: WIN will appear on the Main Schedule and individual teacher schedules (admin). Decisions about WIN time will appear in grade-level PLC/CTM agendas(PLCs/Resource Teachers). Weekly Walkthroughs and feedback and coaching cycles will document evidence of implementation (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- Revised Schedule/adjustment in Special Areas: Evidence will appear in the main schedule (admin/teachers). Walkthrough tool will monitor implementation weekly (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- Professional Learning Calendar: Progress will be monitored using Walkthrough data, PLC/CTM agendas, and staff meeting agendas (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.

- PLCs/CTMS: Progress will be monitored through weekly PLC/CTM agendas indicating intellectual preparation work (CTMS/Resource Teacher). Weekly Walkthroughs and twice yearly Learning Walks will monitor application of intellectual preparation work (Resources Teacher/Coaching Team).
- Coaching and Feedback: Rutherford Feedback and Coaching Vision/Mission and Collective Commitments will be co-designed and shared with all staff (staff/admin). Progress will be monitored using weekly Walkthrough data (admin/Guiding Coalition). Each teacher will receive documented feedback a minimum of 2 times per month and will participate in at least one coaching cycle per year (Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly. Principal and Resource Teacher will review coaching cycles and coaching data monthly.
- MTSS: Rutherford MTSS Vision/Mission and Collective Commitments will be co-designed and shared with all staff (staff/admin). MTSS identification protocols and meeting schedule will be communicated with staff before the beginning of the school year (admin). Progress will be monitored using MTSS agendas (admin/Guiding Coalition). The Guiding Coalition and the admin team will review MTSS data monthly.
- PBIS: Rutherford PBIS Vision/Mission and Collective Commitments will be co-designed and shared with all staff (staff/admin) PBIS protocols and meeting schedule will be communicated with staff before the beginning of the school year (PBIS Team/admin). Progress will be monitored using PBIS team agendas, PBIS points tracking and evidence of celebrations/rewards occurring (PBIS Team/admin). The Guiding Coalition and the admin team will review MTSS data monthly.
- Guiding Coalition: Progress will be monitored (Principal) using monthly Guiding Coalition agendas.

Funding:

- Replace damaged and missing Tier 1 Curriculum (EL trade books and student books) materials to ensure access for all students. (Estimated: **\$5,000** Funding: **SIF**)
- Professional Learning and continued coaching and support for implementation of Skills Block and All Block components of EL Education Curriculum with Better Lesson (Estimated: **\$25,000** Funding: **SIF**)
- Intervention teacher to provide support with instruction and MTSS interventions in reading and/or math implementation and instruction including salary and benefits (Estimated: **\$130,000** Funding: **SIF**)
- Solution Tree consultant to support instruction and MTSS system refinement and implementation- 10 sessions (Estimated: **\$70,000** Funding: **SIF**)
- Three retired teachers to provide mentoring and coaching support for new teachers and new to Rutherford teachers and coaching support for all teachers (Estimated: **\$30,000** Funding: **SIF**)
- Central Creativity to provide hands-on science learning for students to release teachers for extended planning to complete lesson preparation work. 3 sessions for 450 students (Estimated: **\$40,000** Funding: **SIF**)
- Stipend for certified and classified staff professional learning and instructional preparation work outside of contracted days and times (Estimated: **\$25,000** Funding: **SIF**)

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	NO
English Learner Progress	YES
Quality of School Climate and Safety	NO
Postsecondary Readiness (high schools and districts only)	NO
Graduation Rate (high schools and districts only)	NO

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: English Learner Progress

Three- to Five-Year Goal:

By May 2029, the English Language Proficiency Rate as measured by ACCESS will increase from 32.6% to 44.6%.

Objective(s):

By May 2027, Rutherford Elementary will increase the English Language Proficiency Rate as measured by ACCESS will increase from 32.6% to 36.7%

Strategy 1:

Strategy 1- KCWP 2: Design and Deliver Instruction

All students will receive universal, high-quality, equitable, and responsive Tier I instruction. We will enhance the consistency and coherence of instruction through clearly articulated and consistently monitored expectations. Collaborative Team Meetings (CTM) will incorporate Professional Learning Cycles focused on intellectual preparation cycles, understanding and utilizing District-supported curricula, and appropriate use of student supports. Clearly defined co-teaching expectations, supported with professional learning, will ensure supports are responsive to individual student needs.

Strategy 2- KCWP 5: Design, Align and Deliver Support

We will establish, communicate, implement, and monitor aligned systems, data, and practices to foster positive, equitable, and inclusive learning environments for all students. Continuous improvement structures will support consistent application of evidence-based instructional practices for academic, behavioral, and social-emotional competencies. Data-based decision-making will support all learners' needs. Resource alignment will guarantee that these cohesive systems effectively support continuous improvement and success of students and staff.

Activities:

- Develop and implement Rutherford specific expectations for co-teaching and collaboration including the preferred structure, indicators of quality and observation tool. KCWP 2: Design and Deliver Instruction **IP: 2**
- Special Areas will be reimagined to better support District curricula by integrating EL Labs to deepen student learning from module lessons through purposeful play, exploration, and collaboration by fostering oral language development, content knowledge, executive functioning, and character building. KCWP 2: Design and Deliver Instruction **IP: 2**
- Improve language proficiency for ML students and all students by implementing discussion protocols, increasing opportunities for student talk, and using visuals and OML resources. KCWP 2: Design and Deliver Instruction **IP: 2**
- District ELD Specialist will collaborate with ELD teachers to implement research-based strategies to support students acquiring English. KCWP 2: Design and Deliver Instruction **IP: 2**
- Utilization of WIN time for development of vocabulary and language development skills in MLs with scores of 1 or 2 on ACCESS. KCWP 5: Design, Align and Deliver Support **IP: 1; IP: 2**
- Refine main schedule and PLC/CTM protocol to ensure that collaborating teachers are able to participate in a grade-level PLC/CTM. KCWP 5: Design, Align and Deliver Support **IP: 1; IP: 2**
- Develop and implement a PLC/CTM process during lesson preparation activities that includes a specific focus on how co-teaching and ML specific strategies will be utilized within individual EL and IM lessons. KCWP 2: Design and Deliver Instruction **IP: 2**
- Prioritization of support for ML students by providing an ELD teacher for K-1, 2, 3, 4, 5 to support language development, access to curriculums and school to family connection and support. KCWP 5: Design, Align and Deliver Support **IP: 1; IP: 2**

Progress Monitoring:

- Co-Teaching: Rutherford Co-Teaching Vision/Mission and Collective Commitments will be co-designed and shared with all staff (staff/admin). Evidence of use of the Co-Teaching Vision/Mission and Collective Commitments will be reflected on weekly PLC/CTM agendas and ELD and ECE monthly CTMs (PLCs/Resource Teacher). Progress will be monitored using Walkthrough data, PLC/CTM agendas, and staff meeting agendas (admin/Guiding Coalition). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- Lab Kits: Progress will be monitored using weekly Walkthroughs to determine level of implementation of the curriculum (admin/Guiding Coalition). EL observation guide will be used to determine level of implementation (Coaching Team/Resource Teacher). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- Implementation of ELD Strategies: Progress will be monitored using Walkthrough data, PLC/CTM agendas, and staff meeting agendas (admin/Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- WIN: WIN will appear on the Main Schedule and individual teacher schedules (teachers/admin). Decisions about WIN time will appear in grade-level PLC/CTM agendas (Resource Teacher/PLCs).

Weekly Walkthroughs and feedback and coaching cycles will document evidence of implementation (admin/Guiding Coalition). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.

- PLC- Progress will be monitored using PLC/CTM agendas (PLCs/Resource Teacher). Walkthrough data and feedback and coaching logs will demonstrate implementation of planned strategies (Coaching Team). Guiding Coalition and admin team agendas will reflect analysis and monitoring of Walkthrough data monthly.
- ELD Teachers- Progress will be monitored using PLC/CTM agendas (PLCs/Resource Teacher). Walkthrough data and feedback and coaching logs will demonstrate implementation of planned strategies and implementation of co-teaching model (Coaching Team/Resource Teacher). Family contacts logged in Infinite Campus will provide a record of family to school interaction (Teachers). Guiding Coalition and admin team agendas will reflect analysis, monitoring of Walkthrough data and family interactions monthly.

Funding:

- EL Lab Kits to support full EL Education Curriculum implementation: Non-consumable materials and consumable materials (Estimated: **\$20,000** Funding: **SIF**)
- EL and IM Teachers Guides for co-teachers and collaborating teachers. (Estimated: **\$5,000** Funding: **SIF**)
- Professional learning opportunities for ELD teachers to develop understanding of the use of evidence-based practices for teachers (Estimated: **\$5,000** Funding: **SIF**)
- Co-Planning stipend to allow grade-level teams and ELD, ECE, GT, Interventionist to plan weekly with grade-level teams outside of contracted days and times to support EL and IM curriculums (Estimated: **\$50,000** Funding: **SIF**)
- Five ELD teachers to support ML students in language acquisition and access to curriculum (Funding: **General Budget**)

Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for CSI Schools

Schools identified for CSI must complete the CSIP process and meet all applicable deadlines while identified for 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 local education agency (LEA) for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:		
Consider: Provide 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		
Response:		
Member’s Name	Affiliation (District, KDE, School)	Role
Kenya Natsis	School	Principal
Dee Smith	School	Assistant Principal
Shawn Ray	School	Instructional Coach
Tierra Garr	School	Teacher
Joe Leffert	School	Retired Administrator
Desiree’ Bush	District	Executive Administrator
Amy Jeziorski	KDE	Educational Recovery Leader

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:

The Guided Coalition Team met on December 1, 2025, to analyze the 2024–2025 KSA Data Results and identify priority areas for school improvement. The meeting was documented on the RAMS Guided Coalition Team Agenda, including notes on next steps and emerging trends. The team conducted a review of student performance, subgroup data, and instructional practices to determine the most urgent needs impacting student achievement. Following this meeting, the Guided Coalition Team facilitated a faculty-wide data analysis session, where staff worked in vertical teams to examine evidence, discuss trends, and provide feedback on potential priorities for the CSIP.

Across all meetings, the team emphasized the importance of language proficiency, Tier 1 instructional coherence, and systematic data analysis as foundational drivers of student success. The team identified language proficiency as a critical area of need for Multilingual Learners (MLs) and for all students. Evidence from KSA data and classroom observations indicated:

- Limited opportunities for structured student talk.
- Inconsistent implementation of EL discussion protocols.
- Insufficient use of visuals and OML resources to support comprehension.
- Gaps in Tier 1 instruction that disproportionately impact ML students.
- The team concluded that increasing opportunities for students to respond, converse, and engage with HQIRs is essential for improving language development and content mastery.

The following root causes were identified as contributing to performance gaps:

- Long-term substitutes in vacant classrooms, resulting in inconsistent instruction.
- Higher student absences, reducing access to core instruction.
- Previous limited ML support(2024-2025), including insufficient scaffolds and language-focused instructional strategies.
- Tier 1 instructional struggles, particularly in understanding and implementing the district-supported curriculum.
- Inconsistent data practices, including irregular use of Data Hub to monitor student progress.

These factors collectively hindered the school’s ability to deliver high-quality, standards-aligned instruction to all learners.

The Guided Coalition Team emphasized the need for:

- Consistent team-based analysis of student work and assessment data.
- Clear next steps to address misconceptions and adjust instruction.
- Routine entry of data into Data Hub to “name and claim” students and monitor progress. The team identified that strengthening the schools continuous improvement systems is essential for sustained growth.

During the week of February 17–20 , Rutherford participated in a Diagnostic Review . The Diagnostic Review Team identified two Improvement Priorities:

- Improvement Priority 1 Establish a systemic continuous improvement framework where leaders engage teachers in structured analysis of performance and perception data and routinely monitor progress of organizational effectiveness. Standard 7: Leaders guide professional staff in the continuous improvement process focused on learners’ experiences and needs.
- Improvement Priority 2 Establish coherence among district-supported curriculum, instructional resources, assessments, and interventions by designing and executing a system to elevate Tier 1 instructional delivery. Standard 21: Instruction is characterized by high expectations and learner-centered practices. These priorities aligned directly with the needs identified by the Guided Coalition Team and faculty. Following the Diagnostic Review, the school established a Turnaround Team consisting of: Dr. Kenya Natsis, Principal ; Ms. Dee Smith, Assistant Principal ; Ms. Amy Jeziorski, ERL ; Mr. Shawn Ray, Academic Instructional Coach; Ms. Tierra Garr, Interventionist and Desiree Bush, Executive Administrator.

On March 20 , the Turnaround Team collaborated with KDE and JCPS to conduct an in-depth deconstruction of the Improvement Priorities. This session was documented on the Turnaround Team Meeting Agenda and included specific actions, strategies, and clarified expectations. The team then used the same structured process to analyze the Diagnostic Review Report and identify actionable steps for the CSIP. Based on all available data and stakeholder input, the following needs were identified as priorities for the CSIP:

- Strengthen Tier 1 instruction through coherent curriculum implementation, high expectations, and learner-centered practices.
- Improve language proficiency for ML students and all students by implementing discussion protocols, increasing opportunities for student talk, and using visuals and OML resources.
- Establish a systemic continuous improvement framework that includes consistent data analysis, progress monitoring, and use of Data Hub.
- Address staffing and attendance challenges that impact instructional consistency and student access to learning.
- Increase teacher capacity to analyze data, identify misconceptions, and adjust instruction accordingly. These needs form the foundation of the school’s improvement goals and Turnaround Plan.

CSI Evidence-based Practices

CSI improvement/turnaround plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under ESEA section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
EL Education Curriculum	https://edreports.org/reports/overview/el-education-k-5-language-arts-2017 https://files.eleducation.org/web/downloads/Evaluating-the-Use-of-EL-Education%E2%80%99s-K-2-Language-Arts-Curriculum-Feb-2021.pdf?_ga=2.113660932.2056183503.1619439984-1381497840.1587138987