



2020-21 Phase One: RCHS Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Russell County High School
Darren Gossage
2166 S Hwy 127
Russell Springs, Kentucky, 42642
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.

Darren Gossage September 15, 2020



2020-21 RCHS Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

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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?

Initially when the data was released to the school level, school leadership analyzed results for the school. Then, upon school level release, the school leadership met with PLC groups and provided teachers with an overview of all areas of accountability, as well as an explanation of what measures were used to drive scores. School guidance counselors also provided information about the percentage of accountability information and the reporting status. The district used a built-in planning day for teachers to analyze data and developed an overall school plan and to provide strategies for improvement. The teams identified strengths and weaknesses in each department and devised specific targets to develop strategies both within the departments and the school as a whole. The process involved teachers, leadership staff, administration, counselors, both guidance and college and career to implement the school-wide strategies for improvement. Teachers, staff, and administrators will meet monthly to monitor progress and improvement details.

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.

-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year - a decrease from 92% in 2017-18. -The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19. -Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

ATTACHMENTS

Attachment Name

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.

100% of gap students scored below proficiency on reading and math scores as opposed to 37% of non gap students in reading and 23% of non gap students in math. Areas of concerns for RCHS continue to be the academic performance among our students identified in our gap groups. The specific gap group populations that RCHS has identified as the areas of concern are as follows: Students with disabilities in reading and math and overall novice reduction for all students. Please see attachments for breakdown of reading and math scores. The focus for 2020-21 is to reduce novice by 5% in reading and increase P/D for students with disabilities.

ATTACHMENTS

Attachment Name

Trends

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

When analyzing trends over the last several years, one trend continually needs improving. The trend data shows that students with disabilities continues to be our largest area of needed improvement. Students in the disability subgroup are consistently scoring below similar same age peers both in the district and state. The trend is consistent in all tested areas of accountability across the board. However, looking at non-academic indicators, the gap between free and reduced students and non free and reduced the gap has closed significantly. The behavioral incidences from 2017-18 and 2018-19 has decreased slightly and attendance rate for teachers and students have increased over the last year. With this trend, students and teachers are spending more time in the classroom. According to the TELL survey in 2016, teachers conveyed the concern of loss of instructional time and the time students spent out of class. The trend over the last 4 years has consistently improved with tenured leadership and the amount of time both students and teachers spend outside the classroom.

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](#)

With many changes occurring in accountability and working through the Key Core Work Processes, the school identified the following areas as the most needed areas of improvement: Design and Deliver Instruction and Design and Deliver Assessment Literacy. RCHS began restructuring lesson plans and assessments and the of 2019 then continued through the summer with department planning and meetings. The purpose was to create common lesson plans and assessments to be used throughout the building. Teachers spent time and research to break down core concepts according to the new standards and assessments in accountability. Russell County school district received a three year literacy grant that has been able to share high yield strategies with teachers and students. At the end of this school year, two-thirds of our teachers will have been through the literacy training with the goal at the end of 2020 all teachers will have the strategies and skills to improve literacy across the curriculum.

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%.

As a school, RCHS has many areas that could be considered strengths, but there are two areas that consistently exhibit growth and maintain well above the state average. One area is graduation rate. The state graduation average is 91.1% while RCHS is 98.6%. The other is transition readiness. While the state average is 66.8% RCHS has an 85.8% graduation that are transition ready after high school. There are several reasons for these high achievements one being the Laker Success Academy. The academy is designed to individualize instruction to students who are at risk of dropping out of high school. The flexible hours and on-line classes are tailored to individual needs. The other important factor is our college and career readiness counselor. She uses every opportunity to help students become work-ready or college ready by allowing them access to businesses, colleges, and many other sources.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Current Academic State 2020-21		.
 Priority and Concerns 2020-21		.



2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Russell County High School
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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

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

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

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)
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2020-21 RCHS Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

Russell County High School
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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

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. 8/12/20

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.

No. Students were virtual

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

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2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

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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 Russell County High School mission is to increase each student's academic and social achievements to a proficient or higher level while providing a safe and effective learning environment for all students.

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 needs assessment provides the framework for students 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. The two top priorities are professional development that support continuous improvement and closing the achievement gap for proficiency with standards based instruction.

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

Russell County High Schools' first priority for professional development relates to our achievement gap and growth goals. Our second priority for professional development relates to our proficiency and separate academic indicator goals. We feel that a focus on these two areas will give teachers tools and resources to use in the classroom whether the instruction is happening virtually or in-person.

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.

The first objective for professional development is to equip all teachers with training centered around strengthening instruction for all learners, with evidence/research-based targeted strategies for struggling learners, as well as how to create a learning environment for great instruction to occur for all students. The second objective is to focus on the Pillars of Literacy-Reading, Writing, Speaking, and Listening, to increase student engagement across all content areas. Due to the unknown centered around COVID barriers, it has created in education, short and long-term changes that need to occur in order to meet goals which will be monitored and adjusted periodically.

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

The intended results are to close the achievement gap by increasing student engagement which is paramount in all human learning no matter the age or grade of the student. Practices will include strong Tier I instruction, modeling, and targeted effective feedback.

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.

One indicator of success would be an increase in student participation during instruction whether it be in-person or online during NTI days. Another indicator of

success would be an increase in proficiency in classroom formative and summative assessments, online formative and summative assessments, district benchmark assessments, and closing the achievement gap as measured by state assessments.

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

The targeted audience for professional development will be all teachers, school and district administrators, instructional coaches, counselors, and instructional assistants where and when applicable.

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

All students, teachers, school and district administration, instructional coaches, and instructional assistants will be impacted by this component of professional development.

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

Resources needed to support the professional development will be staff, funding, materials, time, and partnership with our regional cooperative to help offer professional learning for our district to help us in improving skills and strategies we can use to close the achievement gap and improve proficiency for all.

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

Ongoing supports that will be provided for professional development implementation are coaching, follow-up sessions, and professional learning community meetings.

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 professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, and state assessment data.

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.

The first objective for professional development is to ensure teachers know their grad-level academic and performance standards and how students should apply the skills at a proficient level. The second objective is for teachers to know and understand previous grad-level academic and performance standards to allow for intentional, scaffolded, and small group instruction to ensure grade-level proficiency.

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

The intended results are for teachers to have more confidence in their knowledge of current and previous grade-level standards for proficiency levels to increase. Exposing students to grade-level work and scaffolding instruction is proven to increase student outcomes more efficiently. The use of formative and summative assessments will also be used to help students learn from the specific and targeted teacher feedback.

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.

One indicator of success would be an increase in student performance and participation during instruction whether it be in-person or online during NTI days. Another indicator of success would be an increase in proficiency in the classroom using formative and summative assessments and benchmark testing.

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

The targeted audience for professional development will be all teachers, school and district administrators, instructional coaches, counselors, and instructional assistants where and when applicable.

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

All students, all teachers, school and district administration, instructional coaches, and instructional assistants will be impacted by this component of professional development.

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

Resources needed to support the professional development will be staff, funding, materials, time, KDE website training materials, modules, webinars, and partnership with our regional cooperative to help offer professional learning.

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

The professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, district benchmark assessments and state assessment data.

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 professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, and state assessments.

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Russell County High School
Darren Gossage
2166 S Hwy 127
Russell Springs, Kentucky, 42642
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 County High School is located in Russell County Kentucky in the south central part of the state. Russell County has a population of approximately 17,000 made up of predominately white race/ethnic background. Russell County High School is the only school in the district/county and serves grades 9-12. The school currently serves approximately 865 students. There is significant unemployment rate in the community which has an impact on our school. Many of the students that attend Russell County High School come from homes with families living below the poverty line. Over the last ten years, the local community has seen much economic decline and this has changed the needs of our student population.

. 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.

"The mission of Russell County High School is to provide students with the opportunity to develop critical thinking and problem solving skills in order to become self-sufficient, responsible members of society. The RCHS faculty and staff recognize that all students have the ability to learn, and our role is to help them apply knowledge from various subject matter fields to real-life experiences and to show them the necessity of becoming life-long learners. We vow to strive to fulfill our mission, fight regress, and live up to our motto: Forward ever, Backward Never." Russell County High School exemplifies its commitment to its vision in a variety of ways. At the forefront of everything, is ability to grow and learn and gladly take on the task of working to personalize learning to meet the needs of each child. Most recently our focus is to meet students and their point of need wherever that may be. For many of our students it's personalizing their learning so that they can take advantage of the man dual credit offerings we currently have for our students. For some of our students it is the provision of the Laker Success Academy, which provides alternate scheduling options for students that have life issues or barriers that prevent them from succeeding in the traditional classroom. For others it is the commitment to offering many different career and technical courses both in house and at the local area technology center to help them acquire the skills necessary to be successful after graduation. In short, Russell County High School has dismissed

the mindset that a "one-size fits all" model for education. We are committed to being innovative and working to meet every child's educational needs.

. 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.

Russell County High School has a history of success in all aspects of the school. Whether it be in the area of academics, athletics, or extra-curricular activities, the school has collected many accolades over the years. With transition in the overall accountability, several measures used were different than in recent years and therefore made comparisons difficult. However, the overall novice reduction for ALL students is a notable improvement for our school. Our novice reduction for students with disabilities continues to be a primary concern. There are several reasons to celebrate both academically and non-academically. Highlights from the school year include: the graduation and transition readiness scores are well above the state average and maintain a consistent priority and celebration for RCHS. We celebrate school spirit for outstanding achievements in all areas of our school. The Laker athletic program had success in several areas including district wins and regional contenders. The Lady Laker Volleyball team was the District runner-up and proceeded onto the regional tournament. The Laker Boys golf team had a regional winner while the Lady Laker golf team had two qualifiers for state. The bowling and bass fishing teams both had state qualifiers. Our softball and baseball teams were both district winners and competed in the regional tournament at Western Kentucky University. Also our swim team, track team, and boys tennis team were district winners and/or regional runner up. Our NJROTC cadets completed 1644 hours of Community Service and 5 cadets completed NJRTOC Leadership Academy. We also had a GSA student for Drama and a second round applicant for GSA art. The Russell County Band won Grand Champion in two competitions last year as well as 2nd place in the KMEA State Finals. Several students were selected to the All-District Honors Band eight students made it to All-State Tryouts. These are but a few highlights from the Russell County High School Lakers.

. **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.

N/A

Attachment Summary

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

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Russell County High School
Darren Gossage
2166 S Hwy 127
Russell Springs, Kentucky, 42642
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.

The gap groups identified at RCHS are students that qualify for free and reduced lunch and students with disabilities. These gap groups were identified through several measures of testing and data analysis by teachers, administration, and district personnel.

II. Achievement Gap Analysis

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

Russell County High School is a 9-12 secondary school that is located in the rural south-central portion of the state. The school is the only high school that is located in the district and serves approximately 854 students. The school is predominately made up of white/non-Hispanic origin and serves a community with a very high unemployment rate. Over the last several years, there has been a dramatic reduction in the availability of jobs in the local community. Additionally, the jobs that are available are at a very low pay rate and as a result many of the students come from homes with low socioeconomic backgrounds. With 62.77% of students qualifying for free and reduced meals, many members of the student body come from households that are living below the poverty line.

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

The analysis of student data shows a continual gap between students with and without disabilities and students who qualify for free and reduced meals. The school has approximately 63% of students who qualify for free/reduced meals and approximately 15% of our population receive special education services. However, the gap still remains in both reading and math for economically disadvantaged and economically non-disadvantaged and students who receive special education services. Students with disabilities in reading had 84.2% novice while those without disabilities in reading scored 40.4% novice. The trend is similar in math with 89.5% of students with disabilities scored novice as opposed to 29.3% of students without disabilities. Gaps in these two subgroups have been an ongoing trend and the school has made little to no progress in closing the gap between these student groups and all students.

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.

The achievement gap between the economically advantaged versus those economically disadvantaged has decreased in both science and writing. The gap in science has decreased 3.2% and the gap in writing has decreased 2.3%. Novice percentage in science for economically disadvantaged is 22.3% and economically

advantaged is 17.7% which shows a 5% gap. In writing, the economically disadvantaged novice percentage is 18 while the economically disadvantaged percentage is 11.4.

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.

After reviewing the gap data, there we some areas that the school has lacked progression. In the gap groups previously identified, as free and reduced meals and students with disabilities there has been little to no progress. Even in years where some progress has been made, the next year scores regressed again. The school's scores in all content areas just continue to lack true advancement. Specifically, the students with disabilities are not reaching proficiency in any area.

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

Over the last three years, twelve new teachers have been hired at Russell County High School with one-third of those being special education teachers. The content knowledge required at the high school is at a high level and teachers struggle to grasp the content at a level to be able to assist and instruct students. The high school does make every attempt to keep teachers in content specific areas, but this isn't always feasible to cover the needs of the master schedule. One last thing that has impacted the ability to close the gap is that teachers truly are not collaborating and co-teaching using an effective model. Teachers are still reluctant to effectively work together to deliver content and employ strategies for specially designed instruction.

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.

Russell County school district was awarded the Adolescent Literacy Model grant with the intention of increasing literacy across the district. The Literacy Model provides training, coaching strategies, tools, and processes to address overall and specific literacy needs. It is customized to meet the needs of the school and includes intensive professional development and engagement in both regular and on-site and distance coaching on the part of teachers and administrators. One-third of our teachers have completed 75 hours of literacy training and additional one-third of our staff to complete the module this year. By the end of the third year, our entire

staff will have met the qualifications for the literacy professional development. Because of the concern for the math gap with our students, we have enlisted the help of all teachers to focus on the upcoming schedule and student achievement. One reason for the gap in math is the student schedule. Students may have math at the beginning of the year and not have it again until the spring of the next school year. The upcoming schedule should reflect the needs of students in both reading and math for continuous instruction and closing of gaps.

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.)

As previously mentioned, the Adolescent Literacy Model is in its second year of implementation with focus of professional development on literacy. Strategies from this training are implemented in classrooms across all content areas to help promote school improvement. At the high school level, this model focuses on giving students a toolbox of strategies to help them in any content area. Reading Plus and Mastery Prep are tools used to develop basic skills of reading and utilized as intervention for struggling readers.

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).

Russell County High School will increase the proficient/distinguished reading scores for free/ reduced lunch students from 38.7% to 44.7% and students with disabilities from 13.3% to 19.3% by 2021. Proficient/distinguished math scores will increase for free/reduced lunch students from 29.0% to 35.0% and for students with disabilities from 0% to 6.0% by 2023.

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.

Please note the chart on closing the achievement gap summary.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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RCHS Gap Group/Total number of students	Percentage of Total School Population
Economically Disadvantaged - 524/835	63%
Students with Disabilities - 69/835	8%
Homeless - 102/835	12%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<p>Russell County High School will increase the proficient/distinguished reading scores for free/reduced lunch students from 38.7% to 44.7% and students with disabilities from 13.3% to 19.3% by 2021.</p> <p>Proficient/distinguished math scores will increase for free/reduced lunch students from 29.0% to 35.0% and for students with disabilities from 0% to 6.0% by 2021.</p>	<p>Instruction/Support KCWP 1,2,5</p>	<p>Off-Grade practice ACT assessment given to grades 9-11 to track and predict performance on the ACT college entrance exam.</p>	<p>School Administration, Counselors, DAC</p>	<p>Student Data Reports</p>	<p>\$7,980 SRCL/Title</p>
	<p>Instruction/Support KCWP 1,2,5</p>	<p>Resource and Collaborative classes are offered to students to meet their unique individual needs and to offer specially designed instruction to ensure student access to the general curriculum.</p>	<p>Principal, ECE Teachers</p>	<p>Master Schedule</p>	<p>No Funding</p>

	Instruction/Support KCWP 3,4,5	IEP goals for students with disabilities are progress monitored throughout the year to ensure adequate progress is being made.	Principal, ECE Teachers	Progress Monitoring	No Funding
	Instruction/Support KCWP 3,4,5	Reading Plus software is utilized for students with disabilities to help increase reading achievement for students in this specific gap group.	Principal, ECE Teachers, DOSE	Student Data Reports	\$9,939.37 SRCL Grant
	Instruction/Support KCWP 3,4,5	Khan Academy is utilized for students with disabilities to help increase student performance in this specific gap group.	Principal, ECE Teachers, DOSE	Student Data Reports	No Funding
	Instruction/Support CWP 1,2,3,4,5,6	Using their TruScore results, students meet monthly in teams with teachers to learn strategies for the ACT to increase their performance. All juniors will participate in a	Principal, Director of Federal Programs, Instructional Coach	Increased ACT scores	\$6,700 Title V

		one-day ACT bootcamp.			
	Instruction/Support KCWP 1,2,3,4,5,6	ELL students that need targeted help are provided math within a unique classroom model, utilizing station teaching, where in addition to the classroom content, they also work on building language capacity.	Principal, ELL Coordinator, English and Math Teachers, Instructional Coach	Increased achievement for ELL students	No Funding
	Support KCWP 5,6	School Site Family Medical Center Services are available for all students for physicals, sick child visits, dental visits, flu shots and others with parental permission.	Principal, YSC, Cumberland Family Medical, School Nurse	Family Medical Center Consent Forms	No Funding
	Support KCWP 5,6	The school Youth Service Center offers a variety of services to students in need in an attempt to break barriers that students have	YSC Coordinator, DPP, Principal	YSC Documentation Records	No Funding

		preventing them from academic success. This ranges from food, clothing, school supplies, waivers for ACT test and several other needs.			
	Support/Instructional KCWP 5	Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement and school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources, including summer school and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to	ELL Coordinator, DPP, Principal	Implementation of Program Services Plan	No Funding

		principals and teachers.			
	Support KCWP 6	A community involvement meeting is held to gain valuable feedback from multiple stakeholders to better improve how the school assists students in the gap group.	Principal, Director of Federal Programs	Sign Ins	No Funding
	Support KCWP 5,6	An instructional coach is designated at the district level to support curriculum and instruction and to help teachers plan and employ academic strategies.	Principal, Instructional Coach, DOSE, Director of Curriculum and Instruction	Sign Ins	\$8,677.25 Title I \$16,369.34 Title II

	Support KCWP 5,6	School representation will attend the Kentucky for Society for Technology in Education (KySTE) conference to learn how to incorporate technology into the regular classroom to enhance instruction in an effort to better meet the needs of all students.	Principal, Teacher, Director of PD	Certificates of Completion	\$1728 Title IV
	Support KCWP 5,6	Class size numbers are reduced as a result of the school receiving title funds. This allows for smaller class sizes and more opportunities for students to receive more individualized instruction.	Director of Federal Programs, Principal, Teachers	Increase in Proficiency/Reduction in Novice	\$118,539.79 Title I
	Support/Instructional KCWP 5,6	Before school and after school tutoring are both offered for students that are struggling with	Principal, District ESS Coordinator, School ESS Coordinator	ESS Sign Ins/Teacher Time Sheets	\$19,612.50 ESS Funds

		academics and needing extra help.			
	Support/Instructional KCWP 5,6	A school resource officer is available at the school to help with various student concerns. The SRO works to decrease discipline referrals, assists with parent visits, and makes home visits with school staff as needed. The provision of the SRO helps to ensure the quality of the learning climate at the school.	DPP, Director of Federal Programs, Principal, School Resource Officer	Reduction in student discipline referrals	\$14,791 Title IV



2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

Russell County High School
Darren Gossage
2166 S Hwy 127
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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, Baldridge, 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)
 RCHS 20-21 CSIP		.

RCHS 20-21 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.

Explanations/Directions

Goal: Include 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1: Russell County High School will increase the number of students scoring proficient/distinguished in reading from 45.1% to 51.1% and in math from 38.1% to 44.1% as measured by ACT cut scores by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Russell County High School will work to increase reading proficiency by 3.2% and math 2.9% as measured by the state assessment by Spring 2021.	Professional Learning KCWP 4	PLCs are used to work on clear learning objectives and implementing a formative assessment system to track and monitor student classroom academic performance.	PLC Sign Ins	July 1, 2020 – June 30, 2021 Principal, teachers	No Funding
		Common Planning Time is used to collaboratively plan lessons and common assessments to implement to monitor student achievement	Lesson Plans, Curriculum Maps, Assessments	July 1, 2020 – June 30, 2021 Principal, teachers	No Funding
	Instructional Support KCWP 5,6	Teachers in Cohort 1 of the SRCL grant will be provided supplemental resources to enhance literacy instruction in the classroom, library, and Reading Plus	Lesson Plans, Purchase Orders	July 1, 2020 – June 30, 2021 Director of Curriculum	\$23,155.87 SRCL Grant
	Instructional KCWP 3,4	Off-Grade practice ACT assessment. (Mastery Prep)	Student Data Reports	July 1, 2020 – June 30, 2021 Principal, Director of Federal Programs	\$7,980.00 SRCL Grant

2: Separate Academic Indicator

Goal 2: Russell County High School will work to increase the percentage of students scoring proficient/distinguished in writing from 60.3% to 66.3% and in science from to30.8% to 36.8%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Russell County High School will work to increase the percentage of students scoring proficient/ distinguished in writing from 60.3% to 62.3% and in science from to 30.8% to 32.8% as measured by the state assessment Spring 2021.	Instruction/Support KCWP 2	As part of the Striving Readers Comprehensive Literacy Grant, teachers in Cohort one has implemented strategies from the Adolescent Literacy Model in all content areas. Specifically, the Area of writing to demonstrate learning has been focused on to improve overall school writing scores.	Increased proficient/distinguished in writing	July 1, 2020 – June 30, 2021 Principal, teachers	No Funding
	Instruction KCWP 3,4,5	Mastery Prep assessments are given to students to help prepare them for the state mandated ACT. This helps to give students the opportunity to practice reaching benchmark in science.	ACT scores	July 1, 2020 – June 30, 2021 Teachers	No Funding
	Professional Learning/Instruction KCWP 1,2,3,	Common planning times are used to discuss assessment data and to develop common assessments. New assessments have been developed to include questions that incorporate writing rather than just multiple choice and all instruction and assessments are based on the Next Generation Science standards.	School participation and proficiency reports	July 1, 2020 – June 30, 2021 Teachers, Principal	No Funding

3: Achievement Gap

Goal 3: Russell County High School will increase the proficient/distinguished reading scores for free/reduced lunch students from 38.7% to 44.7% and students with disabilities from 13.3% to 19.3% by 2021. Proficient/distinguished math scores will increase for free/reduced lunch students from 29.0% to 35.0% and for students with disabilities from 0% to 6.0% by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>READING</u></p> <p>Free/reduced meals students will increase the proficient/distinguished reading scores 38.7% to 40.7% and students with disabilities will increase from 13.3% to 15.3% as demonstrated by the 2021 ACT.</p>	Instructional KCWP 3,4	Off-Grade practice ACT assessment given to grades 9-12 to track and predict performance on the ACT college entrance exam.	Student Data Reports	July 1, 2020 – June 30, 2021 Principal, Director of Federal Programs	\$7,980.00
	Instruction/Support KCWP 1,2,5	Resource and Collaborative classes are offered to students to meet their unique individual needs and to offer specially designed instruction to ensure student access to the general curriculum.	Master Schedule	July 1, 2020 – June 30, 2021 Principal, ECE Teachers	No Funding
<p><u>MATH</u></p> <p>Free/reduced meals students will increase the proficient/distinguished math scores from 29.0% to 31.0% and students with disabilities will increase from 0% to 2.0% as demonstrated by the 2021 ACT.</p>	Instruction/Support KCWP 3,4,5	Reading Plus software is utilized for students with disabilities to help increase reading achievement for students in this specific gap group. My Lexia is also used for the most struggling readers.	Student Data Reports	July 1, 2020 – June 30, 2021 Principals, ECE, Teachers, DOSE	\$9,939.37
		Before school and after school tutoring are both offered for students that are struggling with academics and needing extra help.	ESS Sign Ins/Teacher Time Sheets	July 1, 2020 – June 30, 2021 Principal, District ESS Coordinator, School ESS Coordinator	\$19,612,50 ESS Funds
		Class size numbers are reduced as a result of the school receiving title funds. This allows for smaller class sizes and more opportunities for students to receive more individualized instruction.	Increase in Proficiency/Reduction in Novice	July 1, 2020 – June 30, 2021 Director of Federal Programs, Principal, Teachers	\$146,548.11

Goal 3: Russell County High School will increase the proficient/distinguished reading scores for free/reduced lunch students from 38.7% to 44.7% and students with disabilities from 13.3% to 19.3% by 2021. Proficient/distinguished math scores will increase for free/reduced lunch students from 29.0% to 35.0% and for students with disabilities from 0% to 6.0% by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Support KCWP 5,6	A school resource officer is available at the school to help with various student concerns. The SRO works to decrease discipline referrals, assists with parent visits, and makes home visits with school staff as needed. The provision of the SRO helps to ensure the quality of the learning climate at the school.	Reduction in student discipline referrals	July 1, 2020 – June 30, 2021 DPP, Director of Federal Programs, Principal, School Resource Officer	\$32,702.00 Title IV
	Support KCWP5,6	BOUNCE/ACEs training is provided for 53 certified teachers.	Reduction in student discipline referrals	July 1, 2020 – June 30, 2021 Superintendent Director of Pupil Personnel Director of Federal Programs District Curriculum Coordinator	\$6,360.00 Title IV

4: Transition Readiness

Goal 4: Russell County High School will increase its score on transition readiness to 82.0% of all seniors being academic and/or career ready by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Russell County High School will increase the percentage of students that are academic and/or career ready to 78% by 2021.	Instructional KCWP 1,2,3,4,5,6	Multiple Dual Credit Offerings both in-person and online available for students from six different institutions. Students taking two or more and making a B or better in both can earn Academic Ready status.	Student Transcripts	July 1, 2020 – June 30, 2021 Teachers, Counselors	No Funding
		Industry certificate opportunities are available for students in seven different program areas to earn career ready status. Supplies and materials	Academic and Career Ready Chart	July 1, 2020 – June 30, 2021 Teachers CTE School and District Administrators	No Funding
		End-Of Program (formerly KOSSA) prep reviews, Work Ethics Seal Program, and Career Prep Thursdays are all activities that help to increase students reaching career readiness status.	Sign-Ins	July 1, 2020 – June 30, 2021 Teachers, CCR Counselor, School Administration	No Funding

5: Graduation Rate

Goal 5: Russell County High School will maintain or exceed the current graduation rate of 96.5% by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Russell County High School maintain or exceed current graduation rate and will employ strategies that lead to a high school diploma and lower the risk of dropping out for students by May 2021.	Instructional/Professional Learning/Support KCWP 1,2,5,6	Drop Out Prevention Meetings are routinely held to identify students at-risk for dropping out of high school and to target and plan for their success.	Increased Graduation Rate/Lower Drop-Out Rate	July 1, 2020 – June 30, 2021 Principals, Counselor	No Funding
		Credit Recovery is used to help students that have fallen behind track on graduation requirements to “catch up” to similar age peers. Odysseyware is the digital curriculum used.	Increased Graduation Rate	July 1, 2020 – June 30, 2021 Principals, Counselor	\$7,000.00 ESS Funds
		Conferencing – Students that are identified as “at-risk” meet at various times throughout the year for conferencing to discuss academic progress, behavior, and attendance.	Increased Graduation Rate	July 1, 2020 – June 30, 2021 Principals, Counselor	No Funding
		Laker Success Academy is used to offer creative and alternate schedules for students with specific barriers. Students are able to utilize digital curriculum (Odysseyware) and participate in self-paced learning.	Increased Graduation Rate	July 1, 2020 – June 30, 2021 Principals, LSA Staff, DPP, Counselor	\$7,000.00 ESS Funds
		Summer school opportunities are provided for students to help those that have fallen behind on credits to help them get back on track to graduate on time.	Increased Graduation Rate	July 1, 2020 – June 30, 2021 Principal, District ESS Coordinator, School ESS Coordinator	\$19,612.00 ESS Funds

6: Non-Traditional Instruction (NTI)

Goal 6: Russell County Schools and Russell County High School will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Instructional Resources – Students/Teachers Funds were used to purchase teacher and student educational supplies and resources for in classroom and NTI instruction. Supplies and resources include, but not limited to...</p>	<p>Purchase Orders</p> <p>Increase in mastery of standards, on line learning and capability to continue instruction and learning; and closing of achievement gaps; equitable access</p>	<p>July 1, 2020 – June 30, 2021</p> <p>Director of Federal Programs Director of Curriculum & Instruction/State Programs School Administration Teachers</p>	<p>Title</p> <p>ESS \$25,747</p>
		<p>District Digital Learning Coach The Digital Learning coach focuses on the planning, implementation, and follow-up training using the latest instructional digital tools (hardware and software) that maximize student learning across all content areas. The digital learning coach has conducted several training sessions virtually and in-person with teachers, other instructional support staff and substitute teachers in Google Classroom and other Google Applications.</p>	<p>Teachers and Staff will be empowered with newly gained technology knowledge and skills to provide equitable educational experiences to students during in-class and NTI</p>	<p>August 2020 – June 30, 2021</p> <p>Superintendent Chief Information Officer</p>	<p>Cares Act \$80,339 (Salary and Fringes)</p>
		<p>Distance Learning Online Study Russell County Schools Digital Learning Lab Team will participate in GRREC’s Communities of Practice: Digital Learning Professional Learning Opportunities. Participants will: ➤ Investigate the purpose and need for GRREC Communities of Practice and Design Labs ➤ Consider the potential of building relationships and supporting social & emotional learning in a virtual context</p>	<p>Sign-Ins Purchase Order</p> <p>PLC’s Meeting Agenda’s and Sign-Ins</p> <p>Instructional Support Staff will gain knowledge to support students and teachers during NTI</p>	<p>July 1, 2020 – June 30, 2021</p> <p>Director or Professional Development Director Of federal Programs Instructional Coaches Gifted and Talented Teachers Special Education Consultant Early Childhood Community Liaison</p>	<p>Title I</p> <p>\$600.00</p>

Goal 6: Russell County Schools and Russell County High School will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>➤ Explore strategies to engage and support students' and educators' learning at their varied levels of need and offer insights regarding district, school, and classroom-level connections</p> <p>Instructional Coaches and other participants will share with school administration and teachers knowledge gained through this professional learning.</p>			