



2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Russell County Middle School
Anthony Ackerman
2258 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.

Susan Stringer 10/02/2020



2020-21 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?

The Russell County Middle School attends a novice reduction training to review Key Core Work Processes and determine the current state of the school. The department chairs follow-up with the same protocol and involves the entire faculty in process during weekly PLCs. RCMS participates in a Data Analysis/Planning for Improvement Professional Development day in the fall. During this PD day, the School Report Card is dissected. Each content area examine the results, compare subgroups, and determine the percentages for each performance level (novice, apprentice, proficient, & distinguished). The focus is on novice reduction and proficiency increase, as well as gap. A report is developed to summarize their findings and determine next steps and set goals. Community meetings are held with stakeholders to share the achievement, gap, and growth of the school. Feedback is encouraged and documented for follow-up. Sign-ins from planning team meetings are attached as well as the powerpoint for the community stakeholders meeting.

ATTACHMENTS

Attachment Name

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.

According to the 2017-18 and 2018-19 School Report Cards, the percentage of students scoring proficient/distinguished in reading had a slight decline from 65.1% to 64.5% while the percentage of students scoring proficient/distinguished in math rose from 55.6% to 59.2%. Novice in reading was reduced from 14.3% to 13.3% and in math from 8.1% to 6.7%. RCMS overall accountability scores for proficiency in 2018-19 are 81.2/125, separate academic 64.9/126, and growth 55.5/300 – all above the state average. Our Economically Disadvantaged proficient/distinguished percentage in math rose from 46.9% to 53.2% and in reading from 58.5% to 60.3%. The novice percentage in math declined from 9.8% to 7.8% and in reading from 17.5% to 16.4%. Students with Disabilities proficient/distinguished percentage in math rose from 8.3% to 13.5% and in reading 12.5% to 27.9%. The novice percentage in math declined from 29.2% to 25.2% and from 51.7% to 37.8% in reading. The attendance rate for 2017-18 was 94.7% and 94.4% for 2018-19. According to the school report card and SWIS reports, the number of students having behavior events rose from 14.3% to 16.3%.

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.

Russell County Middle School has a focus on our gap students - particularly the Students With Disabilities. Although we made significant gains in this area last year, there is still room for growth. According to the 2018-19 School Report Card, Students With Disabilities proficient/distinguished percentage was 31% in reading, which is a significant deficit compared to 64.5% of all students. In math the proficient/distinguished percentage was 13.5% compared to 59.2% for all students. Students With Disabilities remains a top priority for RCMS as we work to close the gap. Although the average student attendance rate is being maintained, students who are habitually absent are a priority. According to the Attendance Day County Report from Infinite Campus, students with six or more unexcused absences continues to be a concern. RCMS continues to make a constant effort to reduce this number. Our counselor and principals are meeting face-to-face with these students, letters of support are being sent home to parents, and student progress is being monitored. Our final priority/concern is our student with behavior events percentage has increased slightly from 14.3% to 16.3%. RCMS has adopted TEAM SAFE PBIS intervention program in all grades as of this year in efforts to lower this percentage.

Trends

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

Academically, a significant area of improvement is overcoming the barriers to learning for our students with disability. Utilizing Reading Plus and/or MyLexia, IXL and the research-based Visualizing and Verbalizing program as Tier II interventions in classes in addition to the core helps to individualize and scaffold instruction for students. Continual progress monitoring of student data to guide instruction and building character among students will enable them to take responsibility for their academic and personal actions.

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](#)

Weekly PLCs utilizing the PDSA protocol will continue to be implemented. This will ensure ongoing professional learning about high-yield instruction that will aid students who fail to meet mastery. Data will be used to benefit student learning through item analysis, strategies and programs will be evaluated for their instructional effectiveness and intentional progress monitoring of students will be prioritized. (KCWP#2 &4) The PDSA protocol utilized in PLCs will allow for teachers to become leaders in determining instructional effectiveness of high-yield strategies and make appropriate adjustments when needed. Continues analysis of MAP and other assessment data will ensure item analysis methods occur in PLCs. Along with individual student and teacher goal setting, a process for measuring instructional effectiveness based on student data will be in place. This system will promote collegial participation in PLCs to create a culture of/for learning resulting in a more solid atmosphere of trust. (KCWP#2&5)




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%.

The weekly PLCs implementing the Plan-Do-Study-Act (PDSA) protocol where teachers focus on assessment literacy, high-yield instructional strategies, and congruency with standards has led to growth. RCMS performed high in achievement (81.2), medium in separate academic (64.9) and medium in growth (55.5). Novice was reduced in both reading and math while proficient/ distinguished increased in both areas. Intentional tracking of students with progress monitoring of Reading Plus, IXL, MAP, and other classroom assessment data along with student goal-setting was paramount in this success. Furthermore, according to the School Report Card, RCMS had an average daily attendance rate of 94.4% with all of our students, including the 72.2% economically disadvantages population, being provided three free meals a day at school. 52% of our teachers have a Rank I, 36% of our teachers have a Master's, and the average years of teaching experience is 14 years. SWIS reports for the first two months of the 2019-20 school year show that office discipline referrals are down compared to last year. More specifically, there has been an overall decrease of 10% for August and 44% for September. With the implementation of TEAM SAFE PBIS rules and procedures across grades 6-8, improvement is already being revealed.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019 RCMS Data Analysis School Summary		•
 Data Analysis & Planning for Improvement - RCMS		•
 RCMS Community Stakeholders Meeting		•



2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

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

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

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

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

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes**
- No
- N/A

COMMENTS

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

- Yes**
- No
- N/A

COMMENTS

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

- Yes**
- No
- N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

All School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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 undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

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 Phase Two: School Safety Report

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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

The RCMS SBDM adopted an emergency plan on September 22, 2015.

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. Routes are checked at the beginning of each school year.

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.

The SBDM, principal and first responders review the school's emergency plan at the beginning of each school year. It was reviewed and adopted by SBDM on August 24, 2020.

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

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

Yes. August 24, 2020

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

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

The 2020-2021 school year has been different than previous school years. The Russell County School District began school virtually this year. Students attended school in person for the first time on October 12, 2020. Students attended on a hybrid A/B schedule. A fire drill was conducted on the student's second day of in person instruction. This was October 13, 2020 at 10:20 a.m. The same week it was determined that students would be going back to an all virtual schedule. Due to this decision, the other drills were not able to be conducted yet. They will be conducted on the next day of in person learning.

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

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

Yes.

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

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

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
Russell Springs, Kentucky, 42642
United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

The mission of Russell County Middle School is to provide a nurturing, learner-centered atmosphere which bases all decisions on its students' academic and personal achievement.

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?

Russell County Middle School's top two priorities for professional development that support continuous improvement are closing the achievement gap and proficiency for all with standards based instruction.

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

Russell County Middle School's 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-19 and the barriers, it has created in education, short and long term changes that need to occur in order to meet goals will have to be monitored and potential adjustments made 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 (if we are back in school, and can administer), 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, all teachers, school and district administration, instructional coaches, and instructional assistants (when and where applicable) 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, MAP district benchmark assessments (if given in January and April), 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 grade-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 grade-level academic and performance standards to allow for intentional, scaffolded, and small group instruction K-12 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.

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N/A

Attachment Summary

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2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Russell County Middle School
Anthony Ackerman
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2020-21 Phase Three: Professional Development Plan for Schools

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N/A

Attachment Summary

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2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
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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 Middle School is located in Russell Springs, Kentucky. Russell Springs is a rural community and the gateway to Lake Cumberland, the third largest lake east of the Mississippi River. Russell County's total population is currently 17,775. The unemployment rate of Russell County is 4.8%, which is slightly higher than the current 4.3% unemployment rate of Kentucky according to the Bureau of Labor Statistics. Many of our students live with someone other than their parents and an abundance of households do not have access to technology. Additionally, transportation is another barrier for after-school academic support or extra-curricular activities for many students. Furthermore, 72.2% of our students are economically disadvantaged. The average attendance rate is 94.4% and the high school graduation rate is 98.6%. We have three feeder elementary schools in our district. The student population at Russell County Middle School averages 670 students. The student demographics are: 85.2% White, 10.3% Hispanic or Latino, 1.9% two or more races, and 2.3% other. Russell County Middle School is a Title I School. Our staff consists of a principal, two assistant principals, a counselor, a library media specialist, twenty five core content teachers, seven exceptional education teachers, and four encore teachers. 35% of our teachers have a Master's, 51.6% have a Rank I, 12.9% are Specialists. RCMS also has access to migrant and EL support staff, Family Resource/Youth Services Center, and outside mental health agencies as well as on-campus Healthy Kids Clinic. Economically disadvantaged and students with disabilities are the gap groups of greatest concern. There is a strong focus on these students and RCMS is working diligently to meet their diverse learning needs. Reading interventions provided with a literacy specialist or certified teacher through an ESS Daytime Waiver are available for targeted students to help close the gap. Additionally, weekly PLCs occur to continuously monitor student progress and discuss refining strategies and differentiating instruction to help all students be successful.

. 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 purpose of Russell County Middle School is to prepare all students to be College and Career Ready. The master schedule reflects a balance of core classes

including English language arts, math science, and social studies as well as encore classes including health/P.E., arts and humanities, and band. Middle school students also have an opportunity to take Pre College Prep math and English classes as well as vocational classes at the adjacent Lake Cumberland Area Technology Center. RCMS provides school-wide interventions to students in reading and math with lab classes built into the daily schedule. Targeted students also receive additional interventions with even more individualized instruction to meet specific needs with the assistance of a teacher provided through Title I funding and an ESS Daytime Waiver. PBIS (Positive Behavior Interventions & Supports) expectations and leadership opportunities through the student council have been established as well. RCMS administers universal screeners to all students three times per year with MAP (Measures of Academic Progress). The use of Grade Cam to analyze assessment data and share in PLCs with the Plan-Do-Study-Act protocol allows for constant progress monitoring of student mastering of standards. Russell County Middle School provides opportunities for parents/guardians to remain active participants within their child's education. Examples include open house, jump-start events for transitioning grade levels, PTO meetings, and "Parent Nights" that focus on high-interest topics such as bullying, social media, college and career readiness, accelerated learning possibilities for students, literacy and ways to promote reading as well as sharing information about reducing barriers to the gap and test analysis. Public meetings and community luncheons are provided to share information about RCMS. All of these meetings have been held with our stakeholders to not only gain their perception of our school, but for them to offer insights for improving our school. Parents are also invited to have access to Parent Portal through Infinite Campus to have continuous information regarding their students' academic performance and attendance. Based upon the involvement and input of all stakeholders, RCMS has the following mission and vision statements, supported with belief statements: **MISSION STATEMENT:** The mission of Russell County Middle School is to provide a nurturing, learningcentered atmosphere which bases all decisions on its students' academic and personal achievement. **VISION STATEMENT:** Russell County Middle School will challenge students of all abilities to achieve excellence. We will equip students for the demands and opportunities of the 21st century by offering differentiated, effective and rigorous curriculum as an entitlement to all. **BELIEF STATEMENTS: STUDENTS AND THE LEARNING PROCESS-** We believe: (1) Each child is unique and should have the opportunity to reach his/her full potential. (2) Students need close relationships with adults and peers; therefore, we will foster all students' ability to communicate and trust others so the students' personal and academic growth can be developed. **CURRICULUM AND INSTRUCTION -** We believe: (1) There must be clear alignment among curriculum, instructional practice and assessment. (2) Analyzing student data helps drive instruction and increases student learning. **COMMUNITY -** We believe: (1) Student

learning is maximized when students, families and the community are involved in the educational process. (2) Students should be contributing members of both the school and community; therefore, we will nurture a sense of community and individual responsibility for the community. Russell County Middle School provides the following additional opportunities for creativity and involvement and to build positive relationships in support of the mission, vision and belief statements: ESS (Extended School Services), 21st Century Community Learning Center, Y-Club, 4-H Club, After-School Drama, Extreme P.E., Academic Team, Various Athletic Teams, and Reading Club.

. 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.

NOTABLE ACHIEVEMENTS: Weekly PLCs implementing the Plan-Do-Study-Act (PDSA) protocol where teachers focused on assessment literacy, high-yield instructional strategies and congruency with standards has led to growth for the 2018-2019 school year. RCMS performed high in proficiency (81.2), medium in separate academic (64.9), and medium in growth (55.5). Our school's star rating was initially a four star, but was reduced due to achievement gaps. Our significant achievement gap area is disability. Novice was reduced in both reading and math while proficient/distinguished increased in both areas. Intentional tracking of students with progress monitoring of Reading Plus, IXL, MAP and other classroom assessment data along with student goal-setting was paramount in this success. Russell County Middle School students are successful outside the classroom as well as inside of the classroom. Each year our eighth grade students are invited to participate in Somerset Community College's GEMS & G2-TECS program. This program is designed to introduce students to careers that are primarily focused within the math and science fields. It is a competitive application process and each year a number of students are selected to participate based on their GPA and essay responses. Russell County Middle School is proud of our Y-Club. This is a student-led club that promotes critical thinking, leadership and social responsibility through experimental learning, service and community activism in fellowship with peers, teacher sponsors, and Kentucky YMCA staff. Each year, Y-Club attends the Kentucky Youth Assembly (KYA) and Kentucky United Nations Assembly (KUNA). These events allow the club to highlight their work on oral debate, bill writing, election processes and the creation of a global village. Many parents and community stakeholders are involved with helping make Y-Club a success by participating in fundraisers, acting as mentors and helping with the creation and construction of the global village props. In the past years, the Y-club has brought home many Outstanding Bills, Best Native Attire, Outstanding Global Village, Best Appeal, Delegation of Excellence,

Outstanding Ambassadors, and Outstanding Speakers. The implementation of PBIS with consistent expectations being communicated to students, teachers, faculty, staff and parents made a positive impact. The PBIS team monitors data monthly and enhances the behavior intervention system. These specific achievements offer academic, leadership and character building factors within them for our students. Furthermore, these activities provide opportunities for other stakeholders to be involved which is an area RCMS is always striving to improve. We plan to sustain these strengths by continuing these types of program offerings. AREAS OF IMPROVEMENT: In order to support our students on their journey of becoming college and career ready, RCMS will continue the work to align curriculum to the congruency of the standards and monitor student success with results of assessments aligned to the standards. PLCs will continue to use the PDSA protocol to discuss standards being taught, the congruency of assessments, high-yield instructional strategies/instruction, and next steps for interventions and accelerations. Purposeful progress monitoring of gap students will be a continued focus. Gap populations are a primary concern for Russell County Middle School. Therefore, reading and math labs have been scheduled into the day for interventions. This reduces the barrier for students who cannot stay in after-school due to lack of transportation. The school is continuing to provide reading services with a literacy specialist in addition to the core for students with disabilities. Also, RCMS is offering after-school tutoring through 21st Century and ESS for any student to receive additional academic support. FUTURE IMPROVEMENTS: Over the next three years, RCMS will continue to work on our district and school goals with curriculum alignment and student mastery of standards with assessment literacy. We intend to provide multiple small-group intervention services throughout the day to allow for more individualized student growth. The use of Reading Plus/My Lexia is a three year, school-wide commitment for all students to use to improve their reading fluency and comprehension, which, in turn, will help them across the curriculum. Also, IXL math helps meet the needs of students at their individual skill level and supports students who are lacking in grade level skills. We will continue PBIS to improve our school's culture and offer programs for students to become more college and career ready and to build character. RCMS will strive to have more involvement and communication with our stakeholders, including parents as well as community members.

. **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.

Russell County school district is small in size, but has an enormous community spirit and sense of pride. We realize in our rural setting it can be challenging for our students to always have the resources they need to reduce barriers for academic and personal success. Therefore, we strive each day to make opportunities available so all of our students have the tools needed to be college and career ready.

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 Middle School
Anthony Ackerman
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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.

File is attached.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Russell County Middle School has had a detailed focus on closing the gap. PLC meetings model a collaborative effort to develop strategies to strengthen targeted students in reading and math. Reading Plus/MyLexia, a researched-based reading program, is being implemented school-wide and IXL math is being utilized in our math labs. The 21st Century after-school program provides opportunities for reading and math tutoring. Growth mindset continues to be implemented throughout RCMS, setting high expectations for learning for all of our students.

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

Based on data from the previous two academic years, students with disabilities (IEP) and economically disadvantaged have been the two targeted gap groups for the last two years. According to the 2016-2017 School Report Card, the proficient/distinguished percentage of students with disabilities for KPREP reading rose 8.5% to 18.2 and the novice decreased 11.8% to 52.7. The proficient/distinguished percentage of economically disadvantaged students rose 9.3% to 54 and the novice decreased 10.4% to 18.2. For KPREP math, the proficient/distinguished percentage of students with disabilities decreased 6.1% to 3.6, but the novice also decreased 8% to 43.6. The proficient/distinguished percentage of economically rose 9.5% to 52.8 and the novice decreased 3.5% to 16. According to the 2017-2018 School Report Card, the proficient/ distinguished percentage of students with disabilities for KPREP reading rose 12.8% to 31 and the novice decreased 10.7% to 42. The proficient/distinguished percentage of economically disadvantaged students rose 6.3% to 60.3 and the novice decreased 1.8% to 16.4. For KPREP math, the proficient/distinguished percentage of students with disabilities increased 9.9% to 13.5, and the novice decreased 17.8% to 25.2. The proficient/distinguished percentage of economically rose 0.4% to 53.2 and the novice decreased 8.2% to 7.8.

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.

According to the 2017-2018 School Report Card, the proficient/distinguished percentage of students with disabilities for KPREP reading rose 12.8%. The

proficient/distinguished percentage in reading of economically disadvantaged students rose 6.3%. For KPREP math, the proficient/ distinguished percentage of students with disabilities increased 9.9%.

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.

The proficient/distinguished percentage in math of economically disadvantaged did rise, but only 0.4%.

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

Teacher turnover has been a concern over the past four academic years. Teachers have moved to other positions within our building, while others have moved to positions within and outside our district. Less teacher turnover would allow more consistency with all students - particularly our gap groups.

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.

RCMS participates in a Data Analysis/Planning for Improvement Professional Learning Day in the fall. This is when the School Report Card data is analyzed and planning for improvement begins. Content areas compare the results of subgroups, determine the overall novice percentages for their content area, and develop strategies to reduce novice and gap. Community meetings from the school and district are held to share information with stakeholders and invite their input, perceptions, and support. Sign-ins and program agendas are attached.

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.)

Weekly PLC's will focus on standards, common assessment results, high yield instructional strategies, student voice and standard analysis of student progression (Tiered Support). The assistant principal will meet regularly with Science teachers to help guide and ensure common formative and summative assessments are implemented. In addition: (1) Additional support in collaborative classrooms (reading, math, science, social studies) will be implemented and progress checks will occur monthly (2) Adjusted focus in Reading Enrichment class to reflect grade-level standards with weekly check points through MAP (3) Individualized small group instruction - weekly - Check points will occur weekly through IXL, Sadlier Connect, and formative/summative assessments. (4) Progress monitoring through Sadlier Connect/Springboard for ELA classes - Bimonthly. (5) Analyze student work samples monthly demonstrating strategies used in the classroom. (6) Principal will meet weekly one on one with exceptional education teachers.

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).

Increase proficiency among students with disabilities from 2018-19 to 2019-20 in the following grade level content areas:(a) 6th Grade ELA - 6 students to 9 students(b) 6th Grade Math - 3 students to 7 students(c) 7th Grade ELA - 4 students to 6 students(d) 7th Grade Math - 3 students to 7 students(e) 8th Grade ELA - 2 students to 4 students(g) 8th Grade Math - 0 students to 4 students

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.

Findings are attached.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification		• I
 Closing the Achievement Gap		• III

Gap Group/Total number of students	Percentage of Total School Population
Students With Disabilities (IEP)	9.20%
Economically Disadvantaged	72%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
<p>GOAL:Free/reduced lunch students will demonstrate a combined reading and math proficiency rating from 53.5% to 60.1% by 2020.</p> <p>OBJECTIVE:Free/reduced lunch students will demonstrate a proficiency of 54.9% in reading as measured by 2018 KPREP.</p>	<p>*Free/reduced lunch students will receive specialized, differentiated instruction that is research-based.</p> <p>*Teachers meet in PLCs using the PDSA protocol to share analysis of standards taught and student mastery shown on assessments through item analysis.</p> <p>Results of MAP and Reading Plus/My Lexia as well as formative and summative assessments and progress monitoring will be used to guide instruction.</p>	<p>*Targeted students receive specially designed reading instruction in addition to the core funded through Title I and an ESS Daytime Waiver. Interventions are scheduled with a certified teacher and include MAP Skills and Teacher Tool Box. *Using a PDSA protocol weekly in PLCs, teachers will incorporate professional knowledge of best practice and high- yield instructional strategies to meet the personalized needs of students.</p>	<p>Principals, Teachers, Instructional Coach, ESS Daytime Waiver Teacher</p>	<p>*Progress monitoring *IC Intervention Tabs *PLC Sign-ins *Data Walls</p>

<p>GOAL: Students with disabilities will demonstrate a combined reading and math proficiency rating from 10.9% to 24.35% by 2020.</p> <p>OBJECTIVE: Students with disabilities in reading will demonstrate a proficiency of 21% as measured 2018 KPREP.</p>	<p>*Students with disabilities will receive collaborative and resource class settings that use specialized, differentiated instruction that is research-based.</p> <p>*Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of MAP and Reading Plus/My Lexia as well as formative and summative assessments and progress monitoring through AIMSweb will be used to guide instruction.</p>	<p>IEP goals are progress monitored using AIMSweb. *In addition to the core, reading enrichment classes that utilize the Visualizing and Verbalizing Program, is provided for students to receive specially designed instruction.</p> <p>*Collaborative/Co-Taught English Language Arts classrooms include a special education and general education teacher where accommodations are provided according to the IEPs to assist students to reach success.</p> <p>*Using a PDSA protocol weekly in PLCs, teachers will incorporate professional knowledge of best practice and high-quality instructional</p>	<p>Principal, Literacy Specialist, Teachers, Instructional Coach</p>	<p>*AIMSweb reports *Master Schedule *Progress Monitoring Documentation *PLC Sign-ins</p>
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<p>GOAL:Free/reduced lunch students will demonstrate a combined reading and math proficiency rating from 53.5% to 60.1% by 2020.</p> <p>OBJECTIVE:Free/reduced lunch students will demonstrate a proficiency of 57.1% in math as measured by 2018 KPREP.</p>	<p>*Free/reduced lunch students will receive specialized, differentiated instruction that is research-based.</p> <p>*Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of MAP, IXL/MAP to KAHN as well as formative and summative assessments will be used to guide instruction.</p>	<p>*Provide on-going professional learning of best practice and high-yield instructional strategies with the PDSA weekly protocol to meet the personalized needs of students.</p>	<p>Principal, Teachers, Instructional Coach</p>	<p>*IXL Progress Monitoring *PLC Sign-ins *Data Wall</p>
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<p>GOAL: Students with disabilities will demonstrate a combined reading and math proficiency rating from 10.9% to 24.35% by 2020.</p> <p>OBJECTIVE: Students with disabilities in math will demonstrate a proficiency of 12.4% as measured by 2018 KPREP.</p>	<p>*Students with disabilities will receive specialized, differentiated instruction that is research-based.</p> <p>*Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis.</p> <p>Results of MAP and IXL/MAP to KAHN as well as formative and summative assessments will be used to guide instruction.</p>	<p>IEP goals of students with disabilities are progressed monitored with AIMSweb.</p> <p>*Math Lab will be utilized for students with disabilities to receive specially designed instruction on their individual skill level using power standards to close their achievement gaps.</p> <p>*Collaborative/Co-Taught math classrooms include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.</p> <p>*Provide on-going professional learning of best practice and high-yield instructional strategies with the PDSA</p>	<p>Principal, Teachers, Instructional Coach</p>	<p>*AIMS web Reports</p> <p>*Master Schedule *IXL</p> <p>Progress Monitoring</p> <p>*PLC Sign-ins</p>
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GOAL: Increase the average combined reading and math proficiency ratings for free/reduced lunch students from 53.5% to 60.1% and students with disabilities from 10.9% to 24.35% by 2020.

Support: The school-wide gap initiative will address any academic or non-academic factors that impact student achievement, such as social, emotional and health needs, as well as school safety and discipline strategies.

Family Medical Center Services are available to all students. Options include: a free dental screening with a dental assessment, cleaning, fluoride and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on school campus with parent permission.

Family Medical Center
Services Consent Forms

Principal, FRYSC,
Cumberland Family
Medical Staff, School
Nurse – 2017-2018

The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to eliminate barriers to academic success.

Student Services
Documentation Records

Principal, FRYSC,
Teachers – 2017-2018

Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in 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 principals and teachers.

Implementation of
Program Services Plans

EL/Migrant Instructor,
District EL/Migrant
Contact – 2017-2018

Stakeholder meetings are held with parents and the community to share information about the school. Specific data about the gap, achievement and growth is shared. Feedback from parents and community stakeholders regarding reducing barriers are received and discussed as avenues for improvement Sign-ins, Agendas and Fees

Principal, Instructional Coach, Counselor, Teachers, Stakeholders – 2017-2018

Russell County Middle School in partnership with Kentucky State Police and Adanta provided an “On-line Sexual Exploitation: Lessons in Prevention from the Front Lines” assembly to students and parents. Topics included: internet safety, sexting and cyberbullying. Sign-ins and Agendas

Principal, Counselor, Teachers, Stakeholders – 2017-2018

Before/After School tutoring opportunities are provided for students. Student Sign-ins

Principal, ESS District Coordinator, ESS/21st Century School Coordinators & Teachers – 2017-2018

Positive Behavior Intervention Supports (PBIS) is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes school-wide expectations and common areas rules to result in fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and shared with all stakeholders.

- *Practice Procedure Schedules
- *PBIS Lesson Plans
- *Office Discipline Referrals

Principal, Teachers,
Students, Stakeholders –
2017-2018

School representation attended a novice reduction training to work through the Key Core Work Processes to analyze the “as-is” state of the school and identified leverages and concerns for the school.

Sign-ins and Agenda

Principal, Instructional
Coach, Novice Reduction
Team – 2017-2018

Follow-up in PLCs

A training focused around Developing High Challenge/High Support Lessons for English Learners was attended by the instructional coach and EL instructor to improve the ability to carry out coaching conversations with peers. EL Scores

Principal, Instructional Coach, EL Instructor, Teachers – 2017-2018

A training provided by the Kentucky Association of School Councils was attended to better understand how to Reduce Novice Performance in Schools and Target the Disability Achievement Gap with specific strategies.

*Reduction in Gap with Disability Students
*Reduction in Novice *PDSA in PLCs

Principal, Instructional Coach, Teachers – 2017-2018

Funding Mechanism and Amount

*State Funds:\$705

*ESS Daytime

Waiver:\$18,000

*Title I:\$5000



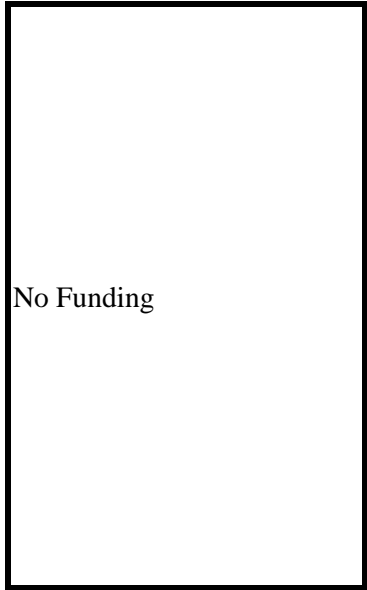
RTT - \$1822.90
State Funds-\$1895.80

RTT - \$1822.90
State Funds-\$1895.80

No Funding

No Funding

Title I Part C - \$1,000



Title I - \$377

State Funds - \$4,000
21st Century - \$3080

IDEA - \$425

Title I - \$300

Title I - \$417.05

Title I - \$ 250



2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
Russell Springs, Kentucky, 42642
United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

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

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

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

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

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

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

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

There are six (6) required district goals:

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

The required school goals include the following:


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

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

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 RCMS 2020-21 Comprehensive Improvement Plan Russell Co. Middle School		•

RCMS 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 (State your proficiency goal.): KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 71.1 and in math will be 61.6 by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 RCMS students will increase proficient/distinguished 67.8% in reading as measured by 2021 KPREP	Instruction: Students are provided instructional courses to meet the rigorous demands of Content Area Standards. KCWP2	The master schedule reflects that students at RCMS who have an English Language Arts class also have an English Language Arts lab class daily with focused learning targets and high-yield instructional strategies.	Mast Schedule Pacing Guides Walkthroughs	Principals & Teachers – 2020-2021	Fund II
		Pre-College prep English classes are offered to students at the middle school level to offer more personalized learning opportunities to prepare them for College and Career Readiness.	Student Scores in IC MAP Data (when students are in-person)	Principals & Teachers – 2020-2021	Fund II
		Non-Traditional Instruction (NTI) provides quality, standards-based instruction that allows for a continuation of learning on days when school will be virtual. This instruction will be provided through means of google classroom and google meet or ZOOM.	Student/Teacher Participation Student Scores in Google Classroom	Principals, Teachers, Director of Pupil Personnel, Director of Federal Programs 2020-2021	CARES Act (chrome books)
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	Reading Plus/Lexia is offered to all students to build reading comprehension capacity and vocabulary to develop reading stamina and incite the motivation to read outside the program.	Reading Plus/Lexia Reports	Principals, Teachers, & Library Media Specialist – 2020-2021	Striving Readers Comprehensive Literacy Grant (SRCL)
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either	MAP Data (when students are in-person) RCMS Student Tracing Spreadsheet	Principals & Teachers – 2020-2021	SRCL Grant, Title I Parent and Family Engagement

Goal 1 (State your proficiency goal.): KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 71.1 and in math will be 61.6 by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		enrichment or intervention. Student results are mailed home to keep parents informed.			
		The Accelerated Reader program will be a research-based means offered through the Library Media Center to assist students in setting and meeting their personal goals and increasing proficiency. Accelerated Reader Reports	Accelerated Reader Reports	Principals, Teachers, Library Media Specialist – 2020-2021	State Funds
		The school library will work to achieve 25 books per student to promote literacy and provide a more literacy rich environment.	Library Circulation	SRCL Point of Contact, Library Media Specialist – 2020-2021	SRCL Grant
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 &	Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins Agenda	Principals, Teachers, Education Recovery Specialist – 2020-2021	No Funding
		The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort II – a group of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout	Sign-ins Agendas	Principals & Teachers – 2020-2021	SRCL Grant

Goal 1 (State your proficiency goal.): KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 71.1 and in math will be 61.6 by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.			
Objective 2 RCMS students will increase proficient/distinguished scores to 60.4% in math as measured by 2021 KPREP.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards.	The master schedule reflects that students at RCMS who have a math class also have a math lab class daily with focused learning targets and high-yield instructional strategies.	Master Schedule Pacing Guides Walkthroughs	Principals & Teachers – 2020-2021	No Funding
	KCWP2	Pre-College prep math classes are offered to students at the middle school level to offer more personalized learning opportunities to prepare them for College and Career Readiness.	Student Scores in IC Map Data (when students are in-person)	Principals & Teachers – 2020-2021	Fund II
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	IXL/MAP to KAHN is utilized as an intervention tool to build individualized skills to work towards concept mastery and/or accelerate learning.	IXL Progress Monitoring Data	Principals & Teachers – 2020-2021	State Funds
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention.	MAP Data (when students are in-person) RCMS Student Tracking Spreadsheet	Principals & Teachers – 2020-2021	SRCL Grant, Title I Parent and Family Engagement

Goal 1 (State your proficiency goal.): KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 71.1 and in math will be 61.6 by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Student results are mailed home to keep parents informed.			
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs.	Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously	Sign-ins Agendas	Principals, Teachers, Education Recovery Specialist – 2020-2021	No Funding
		The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort II – a group of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.	Sign-ins Agendas	Principals & Teachers – 2020-2021	SRCL Grant

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 RCMS students will increase on-demand proficient/distinguished scores to 50.5% as measured by 2021 KPREP	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP2	Curriculum is focused on standards taught at a rigorous level for all three modes of discourse. Learning targets are clearly defined and high-yield instructional strategies are planned for students to establish audience and purpose, develop ideas and organize writing. Teachers co-write with students and provide good models and clear expectations with a rubric. Conferencing with students as they practice writing and discussing strengths/weaknesses whole-group are classroom practices.	Pacing Guides Walkthroughs	Principals & Teachers – 2020-2021	No Funding
		ALM strategies are implemented to increase the number of proficient writers.	Pacing Guides Walkthroughs ALM Google Log & PLC Documentation	Principals & Teachers – 2020-2021	No Funding
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	Teachers score on-demand writings three times a year using the Scoring Rubric for Kentucky On-Demand Writing. Students receive specific feedback along with a score for growth and improvement.	Student Scores RCMS On-Demand Analysis Form	Principals & Teachers – 2020-2021	Fund I
		Students set instructional goals. Skills are practiced and goals are monitored.	Student Goals Progress Monitoring	Principals, Teachers, Students – 2020-2021	No Funding
	Professional Learning: Teachers receive differentiated professional	The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort II – a group of	Sign-ins Agendas	Principals & Teachers – 2020-2021	SRCL Grant

Goal 2 (State your separate academic indicator goal.): Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	learning to meet individual needs. KCWP4 &	diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.			
		Teachers score on-demand writings three times a year using the Scoring Rubric for Kentucky On-Demand Writing. Students receive specific feedback along with a score for growth and improvement. Teachers monitor student scores as well as instructional strengths/weaknesses	Student Scores RCMS On-Demand Analysis Form Pacing Guides PLCs	Principals & Teachers – 2020-2021	No Funding
		Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to	PLC Sign-ins Agendas	Principals, Teachers, & Education Recovery Specialist – 2020-2021	No Funding

Goal 2 (State your separate academic indicator goal.): Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		best meet the needs of all students at their individual level of learning.			
Objective 2 RCMS students will increase science proficient/distinguished scores to 27.9% by 2021 KPREP	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP2	Amplify Science is a phenomena-based program for grades K–8 that integrates the latest practices in science teaching and learning. This program has interactive digital tools, literacy-rich activities, and hands-on investigations. The intent of the program is to teach students how to think, read, write, and argue like scientists and engineers.	Pacing Guides Walkthroughs Observations	Principals & Teachers – 2020-2021	State Funds
		Non-Traditional Instruction (NTI) is a program that provides quality, standards-based instruction that allows for a continuation of learning on days when school would otherwise be cancelled.	Student /Teacher Participation Percentages	Principals, Teachers, Director of Pupil Personnel, Director of Federal Programs – 2020-2021	No Funding
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	Gizmos are captivating online simulations of key science concepts that enhances student comprehension of challenging concepts through inquiry and exploration. Students manipulate variables, observe the virtual results and draw conclusions.	Pacing Guides Walkthroughs Observations	Principals & Teachers – 2020-2021	State Funds
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention.	MAP Data (when students are in-person) RCMS Student Tracking Spreadsheet	Principals & Teachers – 2020-2021	SRCL Grant

Goal 2 (State your separate academic indicator goal.): Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Student results are mailed home to keep parents informed.			
	<p>Professional Learning: Teachers receive differentiated professional learning to meet individual needs.</p> <p>KCWP4 &5</p>	<p>PIMSER Training: Designing phenomenon-driven, 3D experiences is required by the KAS for Science and the Science Assessment System. Teachers completed three-dimensional lesson sequence grounded in a phenomenon with driving and focus questions, Embedded assessment(s), Strategies for scaffolding student's use of Science and Engineering Practices that are now assessed as part of the Science Assessment System, and a process for developing NGSS-aligned lesson sequences in which students are doing science using Practices such as argumentation, investigation, and modeling.</p>	<p>Sign-ins Agendas</p>	<p>Principals & Teachers – 2020-2021</p>	<p>State Funds</p>
		<p>The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort II – a group of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to</p>	<p>Sign-ins Agendas</p>	<p>Principals & Teachers – 2020-2021</p>	<p>SRCL Grant</p>

Goal 2 (State your separate academic indicator goal.): Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.			
Objective 3 RCMS students will increase social studies proficient/distinguished scores to 66.4% as measured by 2021 KPREP.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP2	Curriculum is focused on standards taught at a rigorous level. Learning targets are clearly defined and high-yield instructional strategies are planned into the universal design of learning. Assessment results guide next steps for filling in student gaps	Master Schedule Pacing Guides Walkthroughs	Principals & Teachers – 2020-2021	No Funding
		Non-Traditional Instruction (NTI) is a program that provides quality, standards-based instruction that allows for a continuation of learning on days when school would otherwise be cancelled.	Student /Teacher Participation Percentages	Principals, Teachers, Director of Pupil Personnel, Director of Federal Programs – 2020-2021	CARES Act
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	A social studies benchmark is administered to students in the fall, winter and spring. Questions are based on the Common Core standards that come from the KPREP American Book Company.	Student Scores	Principals & Teachers – 2020-2021	No Funding
		Differentiated instruction and bell ringers from frequently missed standards-based assessment questions provide interventions for students	Pacing Guides Walkthroughs	Principals, Teachers – 2020-2021	No Funding

Goal 2 (State your separate academic indicator goal.): Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Professional Learning: Teachers receive differentiated professional learning to meet individual needs.</p> <p>KCWP4 &</p>	<p>The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort II – a group of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.</p>	<p>Sign-ins Agendas</p>	<p>Principals & Teachers – 2020-2021</p>	<p>SRCL Grant</p>
		<p>Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.</p>	<p>PLC Sign-ins Agendas</p>	<p>Principals, Teachers, Education Recovery Specialist – 2020-2021</p>	<p>No Funding</p>

3: Achievement Gap

Goal 3 (State your achievement gap goal.): RCMS will increase the proficient/distinguished KPREP reading scores for free/reduced lunch students from 58.5% to 64.5% and students with disabilities from 12.3% to 18.3% by 2021. Proficient/distinguished KPREP math scores will increase for free/reduced lunch students from 46.9% to 52.9% and for students with disabilities from 7.7% to 13.7% by 2021					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 READING: Economically Disadvantaged students will increase the proficient/distinguished reading scores to 62.4% and students with disabilities will be at least 16.3% as measured by 2021 KPREP.</p> <p>MATH: Economically Disadvantaged students will increase the proficient/distinguished math scores to 54.2% and students with disabilities will be at least 11.7% as measured by 2021 KPREP.</p>	<p>Instruction: Targeted students named and claimed within the GAP groups will receive specialized, evidence and research-based instruction.</p> <p>KCWP2</p>	<p>Targeted students in GAP groups receive specially designed reading instruction in addition to the core funded through Title I and an ESS Daytime Waiver. Interventions are scheduled with a certified teacher and include Map Skills and Teacher Tool Box. IEP goals of students with disabilities are progressed monitored with easyCBM. In addition, the Student Summary Instructional Report and Skills Report from Reading Plus/Lexia are also utilized</p>	<p>Progress Monitoring IC Intervention Tabs easyCBM. Student Summary Instructional and Skills Reports</p>	<p>Principals, ESS Daytime Waiver Teacher – 2020-2021</p> <p>Principals, Special Education Teachers – 2020-2021</p>	<p>ESS Daytime Waiver State Funds</p>
		<p>Collaborative English Language Arts and math classrooms include a special education teacher collaborating with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.</p>	<p>Master Schedule MAP Data (when students are in-person) EasyCBM Reading Plus/Lexia IXL</p>	<p>Principals & Teachers – 2020-2021</p>	<p>SRCL Grant State Funds</p>
	<p>Review, Analyze & Apply Data/Support: Results of MAP and Reading Plus/Lexia, IXL, MAP to KAHN as well as formative and summative assessments and progress monitoring through easyCBM,</p>	<p>A reading enrichment class that utilizes the evidence and research-based instruction is provided for students with disabilities to receive specially designed instruction. This is in addition to the core and lab class.</p>	<p>Master Schedule Progress Monitoring Documentation</p>	<p>Principals & Teachers – 2020-2021</p>	<p>No Funding</p>

Goal 3 (State your achievement gap goal.): RCMS will increase the proficient/distinguished KPREP reading scores for free/reduced lunch students from 58.5% to 64.5% and students with disabilities from 12.3% to 18.3% by 2021. Proficient/distinguished KPREP math scores will increase for free/reduced lunch students from 46.9% to 52.9% and for students with disabilities from 7.7% to 13.7% by 2021

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	as applicable, will be used to guide instruction. KCWP4&5	Math Lab will be utilized for students with disabilities to receive specially designed instruction using power standards to close their achievement gaps.	Master Schedule Progress Monitoring Documentation IXL	Principals & Teachers – 2020-2021	State Funds
		Instructional technology will be purchased to fulfill the critical resource inequity that currently exists for small group settings.	Instructional Technology Purchase Orders	Principal, Director of Special Education, Chief Information Officer – 2020-2021	IDEAB
		Sub intervention teachers for reading and math provide additional academic support for at-risk students.	Student Scores including, but not limited to Reading Plus/Lexia, IXL, EasyCBM. MAP, MapSkills	Principals, Sub intervention teachers, Director of Federal Programs–2020-2021	Title I
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 &5	Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins Agendas	Principals, Teachers, Director of Special Education, Education Recovery Specialist – 2020-2021	No Funding

Goal 3 (State your achievement gap goal.): RCMS will increase the proficient/distinguished KPREP reading scores for free/reduced lunch students from 58.5% to 64.5% and students with disabilities from 12.3% to 18.3% by 2021. Proficient/distinguished KPREP math scores will increase for free/reduced lunch students from 46.9% to 52.9% and for students with disabilities from 7.7% to 13.7% by 2021

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		An educational consultant observes classrooms, collaborates with teachers and assists with strategies and lesson planning to meet the needs for at-risk students.	MAP MapSkills	Principals & Teachers – 2020-2021	Title V SRCL Grant
	<p>Support: The schoolwide gap initiative will address any academic or non-academic factors that impact student achievement, such as social, emotional and health needs, as well as school safety and discipline strategies.</p>	Family Medical Center Services are available to all students. Options include: a free dental screening with a dental assessment, cleaning, fluoride and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on school campus with parent permission.	Family Medical Center Services Consent Forms	Principal, FRYSC, Cumberland Family Medical Staff, School Nurse – 2020-2021	No Funding
	KCWP5	The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to eliminate barriers to academic success.	Student Services Documentation Records	Principal, FRYSC, Teachers – 2020-2021	No Funding
		Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in 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	Implementation of Program Services Plans	EL/Migrant Instructor, District EL/Migrant Contact, Director of Federal Programs – 2020-2021	Title I EL

Goal 3 (State your achievement gap goal.): RCMS will increase the proficient/distinguished KPREP reading scores for free/reduced lunch students from 58.5% to 64.5% and students with disabilities from 12.3% to 18.3% by 2021. Proficient/distinguished KPREP math scores will increase for free/reduced lunch students from 46.9% to 52.9% and for students with disabilities from 7.7% to 13.7% by 2021

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will be provided to principals and teachers. An EL Paraprofessional has been added to support students academically. Laptops and iPads have been made available for small group and individualized instruction.			
		School representation will attend the Kentucky for Society for Technology in Education (KySTE) conference to learn how to infuse technology into education and make it an integral part of learning.	Sign-ins Agenda Certificates of Completion	Principal, Teachers, Library Media Specialist, Director of PD – 2020-2021	Title IV
		A School Resource Officer will provide a safe, learning environment for students, faculty and staff.	Decreased discipline referrals Positive Surveys on Safety	Principals, School Resource Officer, Director of Pupil Personnel – 2020-2021	Title V
		Classroom reduction is available with federal funds that pays for two teacher salaries. This provides students with smaller class sizes and more opportunities for interventions and reduced student-to-teacher ratios.	Increase in Proficiency Reduction in Novice/Gap	Director of Federal Programs, Principal, Instructional Coach, Teachers – 2020-2021	Title I
		Offer/Provide Additional Professional Learning (not limited to...) *(SRCL) Coaching Cadre/CTL Provider *Lexia *Special Education Conference *Continuous School Improvement/AdvancED Summit *Scott Trimble/Kentucky Association for Assessment Coordinators *Kentucky Association of School	Sign-ins Agendas Certificates of Completion	Principals, Teachers, Instructional Coach, Director of Federal Programs and PD, DOSE – 2020-2021	Title I IDEAB

Goal 3 (State your achievement gap goal.): RCMS will increase the proficient/distinguished KPREP reading scores for free/reduced lunch students from 58.5% to 64.5% and students with disabilities from 12.3% to 18.3% by 2021. Proficient/distinguished KPREP math scores will increase for free/reduced lunch students from 46.9% to 52.9% and for students with disabilities from 7.7% to 13.7% by 2021

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Councils *Non Traditional Instruction PLCs			
		An instructional coach is designated at the school level to support curriculum and instruction and to help teachers plan and employ academic strategies including the Adolescent Literacy Model. A literacy specialist assists with the implementation of the Striving Readers Comprehensive Literacy Grant across the curriculum	Sign-ins PLCs Agendas	Principal, Director of PD & SRCL Point of Contact, Instructional Coach, Literacy Specialist – 2020-2021	Title I
		Stakeholder meetings are held with parents and the community to share information about the school. Specific data about the gap and proficiency are shared. Feedback from parents and community stakeholders regarding reducing barriers are received and discussed as avenues for improvement.	Sign-ins Agendas Feedback	Principal, Instructional Coach, Counselor, Teachers, Stakeholders – 2020-2021	No Funding
		Before/After School tutoring opportunities are provided for students. Opportunities are also available in the summer through 21st Century	Student Sign-ins	Principal, ESS District Coordinator, ESS/21st Century School Coordinators & Teachers – 2020-2021	State Funds 21 st Century
		Positive Behavior Intervention Supports (PBIS) is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes school-wide expectations and common areas rules to result in	Practice Procedure Schedules PBIS Pacing Guides Office Discipline Referrals	Principal, Teachers, Students, Stakeholders – 2020-2021	IDEAB

Goal 3 (State your achievement gap goal.): RCMS will increase the proficient/distinguished KPREP reading scores for free/reduced lunch students from 58.5% to 64.5% and students with disabilities from 12.3% to 18.3% by 2021. Proficient/distinguished KPREP math scores will increase for free/reduced lunch students from 46.9% to 52.9% and for students with disabilities from 7.7% to 13.7% by 2021

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and shared with all stakeholders. SWIS and Check-in/Checkout are used for monitoring.</p>			
		<p>BOUNCE is a positive approach to improve the future health of children, fostering the skills to bounce back from adversity with resiliency and grit. Through the collaboration of community partners, we strive to address the root causes of poor health in our most vulnerable children by implementing a trauma-informed model for using a "Whole School, Whole Community, Whole Child Coordinated School Health" model. In addition, we seek to improve the knowledge and skills of all who interact with children and families, to help them recognize the impact of adverse childhood experiences (ACEs), ultimately equipping them to help youth develop resiliency and the ability to cope with trauma.</p>	<p>Sign-ins Agendas Documentation Records Student Survey</p>	<p>Principal, Teachers, Students, Stakeholders – 2020-2021</p>	<p>Fund 1</p>

4: Growth

Goal 4 (State your growth goal.): RCMS students will decrease apprentice scores in reading and math combined school-wide from 31.7% to 25.7% by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading and Math RCMS students will decrease apprentice scores in reading and math combined to 27.7% as measured by 2021 KPREP.	Standards/Instruction: Teachers will create clear daily learning targets and determine effective high yield instructional strategies to ensure congruency of the target. KCWP1&2	Teachers will turn in weekly Pacing Guides to reflect specific learning targets, high-yield strategies and formative assessments.	Pacing Guides Walkthroughs Observations	Principals, Teachers, Instructional Coach – 2020-2021	No Funding
		The RCMS student tracking spreadsheet will be utilized to monitor movement of student performance with MAP benchmarking results.	Movement of students in scale score/performance level	Principals, Teachers, Instructional Coach – 2020-2021	No Funding
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

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

Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification Of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

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

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

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

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

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