



Comprehensive School Improvement Plan

Russell County High School
Russell County

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Russell Springs, KY 42642

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Russell County High School is located in the rural area of southcentral Kentucky. The school is an academically solid school with an enrollment of nearly nine hundred students. Stakeholders of Russell County High School are proud of our history of academic success, but are committed to continual growth and improvement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Russell County High School is to provide students with the opportunity to develop critical thinking and problem solving skills in order to become self-sufficient, responsible members of society. We recognize that all students have the ability to learn, and our role is to help them apply knowledge from various subject matter fields to real-life experiences and to show them the necessity of becoming life-long learners. We vow to strive to fulfill our mission, fight regress, and live up to our motto: "Forward ever, backward never."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the last three years, Russell County High School has experienced achievement in several areas. The school has exceeded the expectation of the graduation rate for college and career readiness. Russell County High School students have excelled in the new state-testing system which challenged the rigor of curriculum and education. Students have had academic success as well as becoming more involved in clubs, special interest groups, community service projects, and athletics. The attitude reflects the positive atmosphere of the school, culture, and community.

While striving to meet the need of every student, Russell County High School has high expectations for the future. The goal of every teacher and staff member is to reduce the number of novice students in reading and math. Our expectations for the next generation is to prepare our students to be college and/or career ready.

Additional Information

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

Russell County High School will monitor their goals throughout the year and departmental meetings and PLC's to ensure strategies are being implemented by all stakeholders. The RCHS SBDM will be updated monthly on the CSIP components. Through monthly departmental meetings, the effectiveness of our CSIP strategies will be analyzed and evaluated. Adjustments and/or changes will be made as needed to meet our goals.

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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?

Description of School

Russell County High School is located in Russell County, Kentucky in the south-central part of the state. Russell County has a population of approximately 17,000 that is % white, % black, and % other race/ethnic background. The unemployment rate in Russell County is %. The high school graduation rate is 88.9% which is 2.5% higher than the state. The graduation rate target for 2013-14 is 89.9%.

Our school houses 847 students from 9th to 12th grade. We have just fewer than 80% free/reduced lunch. Our racial breakdown is: 95.9% white, .9% black, 3% other. Our certified staff includes 44 content teachers and 8 special education teachers of which 100% are white. Our administrative staff includes 1 principal, 2 assistant principals, 2 counselors, 1 FRYSC director, 1 College and Career Ready counselor, and a group of social workers. Our faculty is divided into 9th grade (Freshmen DOCK) and 10th-12th content departments.

Russell County High School has worked hard to reach every student every day. We have increased focus in college and career readiness which has impacted students in a positive manner. Our school jumped from a Needs Improvement School to a Proficient school in one year which in turn helped our district to maintain a proficient status. We were also a focus school in the category of students with disabilities in On-Demand writing. We had zero students scoring proficient or distinguished in 2011-12 and we increased to six in 2012-13.

The 2012-13 school-year brought several changes in academics and the cultural environment. A new college and career counselor was hired along with several new teachers. A freshmen literacy class was given to students who needed help in reading comprehension. RTI was focused and intentional on students who needed help getting college and/or career ready.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

RUSSELL COUNTY HIGH SCHOOL

PURPOSE

The mission of Russell County High School is to provide students with the opportunity to develop critical thinking and problem solving skills in order to become self-sufficient, responsible members of society. We recognize that all students have the ability to learn, and our role is to help them apply knowledge from various subject matter fields to real-life experiences and to show them the necessity of becoming life-long learners. We vow to strive to fulfill our mission, fight regress, and live up to our motto: "Forward ever, backward never."

To best serve our students, we have established intentional and focused learning goals with an emphasis in reading, math and English. Students who have not met benchmark on the ACT are given specific time to remediate and achieve benchmark. We place high priority on assessment and instruction, with high expectations and standards for all students. Our staff provides before and after school tutoring and ACT prep classes for all students.

Programs offered:

RTI

ACT/PLAN Prep classes

ESS: Extended School Services

Credit Recovery: Odyssey-ware for students who need to make up credits

Laker Literacy Monday's-every class reads a timed content piece the first ten minutes of class.

Discovery Education: benchmark assessment for grades 9-11.

Advanced classes: Honors, AP, Dual-credit

Notable Achievements and Areas of Improvement

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

Over the last three years, Russell County High School has experienced growth in several areas. The school has exceeded the expectation of the graduation rate for college and career readiness. RCHS students have improved in the new state-testing system which challenged the rigor of curriculum and education. Students have had academic success as well as becoming more involved in clubs, special interest groups, community service projects, and athletics. The attitude reflects the positive atmosphere of the school, culture, and community. During the last year, RCHS has undergone an administration change which consisted of one new principal and two new assistant principals. College and career readiness was a high priority and the administration and teachers intentionally focused on helping students become college and/or career ready. The overall percentile score from 2011-12 jumped from 61st percentile to 87th percentile which ranked RCHS as a Proficient school.

We have celebrated many successes but the gap between students with disabilities and non-disabilities still needs work. Reading has become a school-wide focus this year as we have implemented several initiatives. Twenty-four freshmen students who have not met benchmark in reading have a class that intentionally focuses on grade-level reading. Laker Literacy Monday's provide students 50 minutes a day of timed content reading. Our students with disabilities are scheduled time to work on specific skills both in math and reading.

Additional Information

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Russell County High School is working on improving communication between all stakeholders. The realignment of PLC's and academic departments ensures all teachers and administrators are aware of school goals and curriculum alignment. In addition, to ensure community and parent involvement RCHS developed the Festival of Learning which showcases student academic successes from each department. Parents and community are welcomed to tour the halls of RCHS and interact with students and teachers. The students demonstrate their knowledge of academic standards through projects, writings, speeches, experiments and hands-on activities.

The district web-site provides a link for all parents to monitor student progress and provides e-mail access to faculty and staff of RCHS. Teachers are encouraged to contact parents on a regular basis through phone calls, e-mails, and home visits. A financial-aid workshop is provided free of charge for parents of college-bound students. The work-shop is in cooperation with a local college and reinforces our college/career readiness. We have added a college and career counselor to our staff with the primary focus of guiding every student toward college/career readiness.

Academically RCHS understands reading is the fundamental building block to success. Therefore, we have implemented Laker Literacy Monday. Every student reads the first 10 minutes of every class. The readings are varied in genre and challenges with complex comprehensive questions. RTI targets students who have not met benchmark on the ACT/PLAN. Students receive enrichment activities twice a week to supplement and strengthen their targeted goals.

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2013-2014 Comprehensive School Improvement Plan

Overview

Plan Name

2013-2014 Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase career readiness from 73% to 80% by May 2014 which is an increase of 7%.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$54600
2	Increase college readiness in high school seniors from 47% to 55% by May, 2015 which is an increase of 8%.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$7750
3	Increase the percentage of effective principals (as measured by PGES) to ___% by 2015	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$13600
4	Russell County High School will improve the working and learning environment for the professional development of teachers as measured by the TELL survey from 35.3% to 60% by 2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	Increase the percentage of effective teachers (as measured by PGES) to _____% by 2015	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Increase the average math proficiency from 27.2% to 66.4% which is an increase of 49.2% by 2017.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$13600
7	Increase the proficiency of Russell County High School Students in reading from 51% to 75.1%, which is a 24.1% increase by 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$33350
8	Increase the average of special needs students On-Demand scores by 40% by 2017.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
9	Increase Freshmen Graduation Rate	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$20000

Goal 1: Increase career readiness from 73% to 80% by May 2014 which is an increase of 7%.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

70% of Twelfth grade students will collaborate to be career ready in 2014 in Career & Technical by 05/24/2014 as measured by KOSSA tests, ASVAB score, Work Keys.

Strategy 1:

Career Ready - Students will be instructed individually to prepare for the KOSSA test. Teachers will use Work Key modules as part of their curriculum. Teachers will help 12th grade using modules from practice tests or those who have not yet met benchmark for career readiness.

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete KOSSA extended school test prep with respective teacher.	Direct Instruction	02/04/2013	02/28/2013	\$4600	State Funds	Robin Rixon, Bethany Garmon, Beth Wethington, Ron Bertram, Tracey Bean, Stacy Anderson, Claude Melancon, Steve Kinder
Activity - Work Keys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIN Learning grant (computer based program) will be used to prep students for Work Keys through RTI.	Technology	01/21/2013	05/24/2013	\$0	No Funding Required	Barry Bolin, Steve Kinder, Stacy Anderson
Activity - Work Keys Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work Keys will be embedded in regular classroom instruction by all content teachers.	Direct Instruction	09/05/2012	05/24/2013	\$0	No Funding Required	Core Content Teachers, Stacy Anderson
Activity - College/Career Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College/Career Counselor	Career Preparation/Orientation	08/12/2013	05/31/2017	\$50000	Race to the Top	GRREC

Goal 2: Increase college readiness in high school seniors from 47% to 55% by May, 2015 which is an increase of 8%.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

60% of Twelfth grade students will demonstrate a proficiency to be college ready in Mathematics by 05/30/2014 as measured by ACT benchmark, PLAN test, Compass test, KYOTE test.

Strategy 1:

ACT test - 10th and 11th grade students will work on ACT computer program Method Test Prep.

Activity - Method Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th and 11th grade students will work on ACT computerized test that gives direct feedback and is directly related to the student ILP.	Academic Support Program	01/02/2013	05/24/2013	\$450	State Funds	Core content teachers, Stacy Anderson, Stacy Coe, Devin Palacky

Activity - PLAN Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students will be given the PLAN test three times. The third time the test will be sent off and scored for benchmark purposes.	Academic Support Program	09/05/2012	05/24/2013	\$2700	General Fund	Scottie Weston, Freshmen Teachers, Stacy Anderson, Angela Emerson

Activity - KYOTE Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
12th grade students in Pre-College Math can take the KYOTE test to meet benchmark on ACT.	Academic Support Program	09/05/2012	05/24/2013	\$0	No Funding Required	Michelle Bates, Rebecca Walters

Activity - College/Career Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College/Career Counselor help students develop a plan for the future.	Career Preparation/Orientation	08/12/2013	05/31/2017	\$0	No Funding Required	GRREC

Comprehensive School Improvement Plan

Russell County High School

Strategy 2:

Transition Math Courses - Twelfth grade students have the opportunity to take transitional math classes to become college ready.

Activity - Pre-College Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-College math is offered in two parts to seniors seeking college readiness.	Direct Instruction	08/08/2012	05/24/2013	\$0	No Funding Required	Math Department

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to meet college readiness.	Tutoring	09/05/2012	05/24/2013	\$4600	Other	Math department

Goal 3: Increase the percentage of effective principals (as measured by PGES) to ____% by 2015

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior to achieve highly effective principal by 06/30/2015 as measured by PGES.

Strategy 1:

RCHS Principal PGES - RCHS principals will attend state or GRREC Effective Principal PGES trainings to understand all components of the PGES in an effort to become highly effective. Principals will implement performance standards of the PGES to become highly effective. Principals will document and keep evidence as required by the PGES.

Activity - Principal PGES Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCHS principals will attend state or GRREC effective principal's PGES trainings to gain understanding of all components of PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$250	District Funding	RCHS principal, district PGES coordinator

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCHS principals will implement performance standards of the PGES to become highly effective. They will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	RCHS principals, District PGES Coordinator

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Russell County High School

As teachers gain new knowledge about TPGES they will implement highly effective PGES practices and keep documentation and evidence as required.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	All teachers, principals
Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCHS principals will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	Principals
Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS formal on-line webinars and attend training during the school day (common planning time or release time) after school, PLCs, or professional development provided by CIITS school/ district manager to learn how to incorporate CIITS resources into their planning.	Professional Learning	05/01/2013	06/30/2015	\$6500	Race to the Top	Principals, CIITS District Manager, District PD Coordinator, CIITS School Manager, Teachers, Curriculum Leads
Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement curriculum mapping, lesson plans, assessments, strategies learned from professional growth opportunities, and create and analyze data from the school to improve and guide instruction	Academic Support Program	08/01/2012	06/30/2015	\$6500	Race to the Top	Teachers, Principal, CIITS District Manager
Activity - Principal KLA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal leadership PGES training	Professional Learning	08/07/2013	05/30/2014	\$350	General Fund	Shannon Williams-Assistant Principal

Measurable Objective 2:

demonstrate a behavior to achieve highly effective teacher. by 06/30/2015 as measured by Teacher PGES system.

Strategy 1:

RCHS teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards. - Teachers will implement PGES highly effective teacher standards. Principal will evaluate and provide guidance to teachers for attainment for highly effective standards.

Activity - Highly effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Russell County High School

Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	All teachers, principals, district PGES coordinator, district PD coordinator.
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Goal 4: Russell County High School will improve the working and learning environment for the professional development of teachers as measured by the TELL survey from 35.3% to 60% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency The school culture will be assessed and reviewed to ensure a quality learning environment. by 05/30/2014 as measured by The culture committee and the TELL survey will assess the faculty and students throughout the year and document the findings..

Strategy 1:

Cultural Assessment - A cultural assessment team will from another district will assess the culture and present the findings to the faculty.

Research Cited: School Improvement: Culture and Learning

Activity - Cultural Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The cultural assessment committee will conduct surveys throughout the year to improve the culture environment at RCHS.	Policy and Process	09/30/2013	05/30/2014	\$0	No Funding Required	Culture Committee, principal

Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to select content based professional learning videos.	Professional Learning	08/12/2013	05/31/2017	\$0	No Funding Required	RCHS staff

Activity - CIITS/EDS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educator Development Suite- teachers can create their own professional PD profiles and learning.	Professional Learning	08/07/2013	05/31/2017	\$0	No Funding Required	RCHS staff

Goal 5: Increase the percentage of effective teachers (as measured by PGES) to _____% by 2015

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Measurable Objective 1:

demonstrate a behavior (as measured by teacher effectiveness tools) by 05/29/2015 as measured by to ____% 2015. *Percentage to be computed after baseline is set..

Strategy 1:

PGES Teachers - Selected teachers will complete PGES training and become peer observers offering constructive feedback to fellow teachers.

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PGES teachers will observe and provide constructed feedback to fellow teachers.	Professional Learning	08/07/2013	05/29/2015	\$0	No Funding Required	PGES Teachers

Goal 6: Increase the average math proficiency from 27.2% to 66.4% which is an increase of 49.2% by 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency of 66.4% in Math by 05/31/2017 as measured by Math teachers, common assessments, RTI ESS, Discovery Education, and School Report Card.

Strategy 1:

Common Assessments - Math teachers will use common assessments, RTI, ESS, and ACT prep to prepare students for the End of Course Assessment and the ACT in math.

Activity - ESS/Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Extended School Services will be provided for students that need help in math.	Academic Support Program	09/05/2012	05/24/2013	\$4600	State Funds	Joni Jessie, Samantha Roark, Scottie Weston, Tiffany Carnes, Rebecca Walters, Pam Wilson, Michelle Bates, Molly Mounce, and Stacy Anderson
Activity - ZOOM Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ZOOM math program has been purchased as well as calculators to help students with the Math section of the ACT/PLAN and COMPASS test to prepare students to meet benchmark.	Academic Support Program	08/12/2013	05/31/2017	\$2000	State Funds	Sarah, Roy, Samantha Roark
Activity - Collaboration/Resource/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/12/2013	05/31/2017	\$0	No Funding Required	RCCHS staff
Activity - Honors Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who meet the requirements for advanced coursework are offered college credit classes as well as honor courses. These courses are designed to ensure differentiation for high performing students.	Direct Instruction	08/08/2013	05/31/2017	\$0	No Funding Required	RCCHS Staff
Activity - AP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCCHS will offer AP statistics to seniors in order to increase proficiency in the area of mathematics.	Direct Instruction	08/07/2014	05/31/2017	\$7000	General Fund	RCCHS math instructors

Goal 7: Increase the proficiency of Russell County High School Students in reading from 51% to 75.1%, which is a 24.1% increase by 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

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demonstrate a proficiency increase from 51% to 75.1% by 05/31/2017 as measured by School Report Card .

Strategy 1:

ACT test - 10th and 11th grade students will work on ACT computer program Method Test Prep.

Activity - PLAN Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students will be given the PLAN test three times. The third time the test will be sent off and scored for benchmark purposes.	Academic Support Program	09/05/2012	05/24/2013	\$2700	General Fund	Scottie Weston, Freshmen Teachers, Stacy Anderson, Angela Emerson

Strategy 2:

Laker Literacy Monday - Every Monday students will read the first ten minutes of each class. Teachers have chosen content timed reading with questions for students to practice fluency and comprehension. Students will have the opportunity to read and practice specific skills to help with ACT questions and increase comprehension levels.

Activity - Laker Literacy Monday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read the first ten minutes in every class on Monday's	Academic Support Program	11/18/2013	05/30/2014	\$0	No Funding Required	RGHS teachers and administration

Strategy 3:

Improve Reading Proficiency - Students will increase their proficiency in Reading across all content areas.

Activity - Springboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Springboard was purchased for grades 6 - 12 to unify and upgrade ELA Curriculum District Wide. This curriculum will be used in all ELA classrooms. The text used is a consumable product that will be replaced each year.	Academic Support Program	08/07/2013	05/31/2017	\$17000	District Funding	English Department, Stacy Anderson, ESS staff

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI teachers will target low performing males in an effort to increase reading proficiency by concentrating on timed content reading and comprehension.	Direct Instruction	08/07/2013	05/31/2017	\$0	No Funding Required	Sarah Stapp, Candice Robertson, Kim Weston

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Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education was purchased to improve proficiency. Students will be benchmarked 3 times a year using Discovery Education.	Academic Support Program	08/07/2013	05/31/2017	\$7000	General Fund, Title II Part A	RCCHS staff
Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have access to a variety of multi-level reading material. A Library Science credit can be earned as students complete required reading and testing.	Direct Instruction	08/07/2013	05/31/2017	\$1150	Other	Deanna Holt, English Department
Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to meet college readiness.	Tutoring	08/07/2013	05/31/2017	\$5000	Other	RCCHS staff
Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/07/2013	05/31/2017	\$0	No Funding Required	RCCHS staff
Activity - Reading Enrichment Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement reading course for 9th grade students(including subpopulations) scoring below grade level.	Direct Instruction	08/07/2013	05/31/2017	\$500	Other	9th Grade staff

Goal 8: Increase the average of special needs students On-Demand scores by 40% by 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to to increase the On-Demand scores of students with disabilities from 10% to 50%. by 05/31/2017 as measured by School Report Card.

Strategy 1:

On-Demand Writing - Special education teachers and English RTI will help students with disabilities individually with On-Demand writing. Students will be monitored week to week by teachers to help each student and common On-Demand writing prompts will be given to ALL students in 10th and 11th grades. GRECC will provide Professional Development for ELA teachers specifically On-Demand writing for special needs students.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers aligned On-Demand and Springboard curriculum for the 2013-14 school year.	Professional Learning	08/12/2013	05/31/2017	\$0	No Funding Required	RCHS English Department and administration
Activity - Individualized instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities will receive one-on-one direct instruction with On-Demand writing.	Direct Instruction	08/12/2013	05/31/2017	\$0	No Funding Required	English Department and administration
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI teachers will target special education students with writing disabilities during the regular school day to improve On-Demand performance.	Direct Instruction	08/12/2013	05/31/2017	\$0	No Funding Required	Special Education Teachers in collaboration with regular education teachers.
Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will administer common On-Demand prompts to assess student performance and monitor student progress.	Academic Support Program	08/12/2013	05/31/2017	\$0	No Funding Required	English Department, regular and special education instructors.
Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource classroom.	Direct Instruction	08/12/2013	05/31/2017	\$0	No Funding Required	RCHS staff
Activity - Honor Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who meet the requirements for advanced coursework are offered college credit classes as well as honor courses. These courses are designed to ensure differentiation for high performing students.	Direct Instruction	08/12/2013	05/31/2017	\$0	No Funding Required	RCHS staff

Goal 9: Increase Freshmen Graduation Rate

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase freshmen graduation rate from 76% to 90% in 2015 by 05/29/2015 as measured by credit recovery classes, RTI, and on-line learning.

Strategy 1:

Freshmen graduation rate - Provide students with credit recovery opportunities to meet state and district graduation requirement.

Activity - RTI/ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided one on one instruction to improve learning and testing strategies. Before school	Direct Instruction	08/07/2013	05/29/2015	\$12000	State Funds	RCHS staff
Activity - On-Line Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Odessey-ware credit recovery program allows students to work at their own pace to retrieve credit.	Direct Instruction	08/07/2013	05/29/2015	\$8000	State Funds	RCHS staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Discovery Education	Discovery Education was purchased to improve proficiency. Students will be benchmarked 3 times a year using Discovery Education.	Academic Support Program	08/07/2013	05/31/2017	\$3500	RCHS staff
Total					\$3500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLAN Test	9th grade students will be given the PLAN test three times. The third time the test will be sent off and scored for benchmark purposes.	Academic Support Program	09/05/2012	05/24/2013	\$2700	Scottie Weston, Freshmen Teachers, Stacy Anderson, Angela Emerson
Principal KLA	Principal leadership PGES training	Professional Learning	08/07/2013	05/30/2014	\$350	Shannon Williams-Assistant Principal
Discovery Education	Discovery Education was purchased to improve proficiency. Students will be benchmarked 3 times a year using Discovery Education.	Academic Support Program	08/07/2013	05/31/2017	\$3500	RCHS staff
PLAN Test	9th grade students will be given the PLAN test three times. The third time the test will be sent off and scored for benchmark purposes.	Academic Support Program	09/05/2012	05/24/2013	\$2700	Scottie Weston, Freshmen Teachers, Stacy Anderson, Angela Emerson
AP Math	RCHS will offer AP statistics to seniors in order to increase proficiency in the area of mathmatics.	Direct Instruction	08/07/2014	05/31/2017	\$7000	RCHS math instructors
Total					\$16250	

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Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Teachers will utilize CIITS formal on-line webinars and attend training during the school day (common planning time or release time) after school, PLCs, or professional development provided by CIITS school/ district manager to learn how to incorporate CIITS resources into their planning.	Professional Learning	05/01/2013	06/30/2015	\$6500	Principals, CIITS District Manager, District PD Coordinator, CIITS School Manager, Teachers, Curriculum Leads
College/Career Counselor	College/Career Counselor	Career Preparation/Orientation	08/12/2013	05/31/2017	\$50000	GRREC
CIITS Implementation	Teachers will implement curriculum mapping, lesson plans, assessments, strategies learned from professional growth opportunities, and create and analyze data from the school to improve and guide instruction	Academic Support Program	08/01/2012	06/30/2015	\$6500	Teachers, Principal, CIITS District Manager
Total					\$63000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Honors Courses	Students who meet the requirements for advanced coursework are offered college credit classes as well as honor courses. These courses are designed to ensure differentiation for high performing students.	Direct Instruction	08/08/2013	05/31/2017	\$0	RGHS Staff
Highly effective Teacher Training	Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$0	All teachers, principals, district PGES coordinator, district PD coordinator.
College/Career Counselor	College/Career Counselor help students develop a plan for the future.	Career Preparation/Orientation	08/12/2013	05/31/2017	\$0	GRREC
Individualized instruction	Students with disabilities will receive one-on-one direct instruction with On-Demand writing.	Direct Instruction	08/12/2013	05/31/2017	\$0	English Department and administration

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Collaboration/Resource/RTI	Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/12/2013	05/31/2017	\$0	RCHS staff
Work Keys Practice	Work Keys will be embedded in regular classroom instruction by all content teachers.	Direct Instruction	09/05/2012	05/24/2013	\$0	Core Content Teachers, Stacy Anderson
Collaboration/Resource	Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/07/2013	05/31/2017	\$0	RCHS staff
CIITS/EDS	Educator Development Suite- teachers can create their own professional PD profiles and learning.	Professional Learning	08/07/2013	05/31/2017	\$0	RCHS staff
Laker Literacy Monday	Students will read the first ten minutes in every class on Monday's	Academic Support Program	11/18/2013	05/30/2014	\$0	RCHS teachers and administration
Work Keys	WIN Learning grant (computer based program) will be used to prep students for Work Keys through RTI.	Technology	01/21/2013	05/24/2013	\$0	Barry Bolin, Steve Kinder, Stacy Anderson
RTI	RTI teachers will target low performing males in an effort to increase reading proficiency by concentrating on timed content reading and comprehension.	Direct Instruction	08/07/2013	05/31/2017	\$0	Sarah Stapp, Candice Robertson, Kim Weston
PLC	Teachers aligned On-Demand and Springboard curriculum for the 2013-14 school year.	Professional Learning	08/12/2013	05/31/2017	\$0	RCHS English Department and administration
Honor Courses	Students who meet the requirements for advanced coursework are offered college credit classes as well as honor courses. These courses are designed to ensure differentiation for high performing students.	Direct Instruction	08/12/2013	05/31/2017	\$0	RCHS staff
Collaboration/Resource	Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource classroom.	Direct Instruction	08/12/2013	05/31/2017	\$0	RCHS staff
KYOTE Test	12th grade students in Pre-College Math can take the KYOTE test to meet benchmark on ACT.	Academic Support Program	09/05/2012	05/24/2013	\$0	Michelle Bates, Rebecca Walters
Pre-College Math	Pre-College math is offered in two parts to seniors seeking college readiness.	Direct Instruction	08/08/2012	05/24/2013	\$0	Math Department

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Peer Observation	PGES teachers will observe and provide constructed feedback to fellow teachers.	Professional Learning	08/07/2013	05/29/2015	\$0	PGES Teachers
RTI	RTI teachers will target special education students with writing disabilities during the regular school day to improve On-Demand performance.	Direct Instruction	08/12/2013	05/31/2017	\$0	Special Education Teachers in collaboration with regular education teachers.
Evaluating and Guiding Teachers to be Highly Effective	RCCHS principals will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$0	Principals
PD 360	Teachers will have the opportunity to select content based professional learning videos.	Professional Learning	08/12/2013	05/31/2017	\$0	RCCHS staff
Common Assessment	English teachers will administer common On-Demand prompts to assess student performance and monitor student progress.	Academic Support Program	08/12/2013	05/31/2017	\$0	English Department, regular and special education instructors.
Highly Effective Principal Practices	RCCHS principals will implement performance standards of the PGES to become highly effective. They will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	RCCHS principals, District PGES Coordinator
Highly Effective Teacher Practices	As teachers gain new knowledge about TPGES they will implement highly effective PGES practices and keep documentation and evidence as required.	Professional Learning	05/01/2013	06/30/2015	\$0	All teachers, principals
Cultural Assessment	The cultural assessment committee will conduct surveys throughout the year to improve the culture environment at RCCHS.	Policy and Process	09/30/2013	05/30/2014	\$0	Culture Committee, principal
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal PGES Trainings	RCCHS principals will attend state or GRREC effective principal's PGES trainings to gain understanding of all components of PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$250	RCCHS principal, district PGES coordinator
Springboard	Springboard was purchased for grades 6 - 12 to unify and upgrade ELA Curriculum District Wide. This curriculum will be used in all ELA classrooms. The text used is a consumable product that will be replaced each year.	Academic Support Program	08/07/2013	05/31/2017	\$17000	English Department, Stacy Anderson, ESS staff
Total					\$17250	

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State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI/ESS	Students are provided one on one instruction to improve learning and testing strategies. Before school	Direct Instruction	08/07/2013	05/29/2015	\$12000	RCHS staff
On-Line Learning	Odessey-ware credit recovery program allows students to work at their own pace to retrieve credit.	Direct Instruction	08/07/2013	05/29/2015	\$8000	RCHS staff
KOSSA Test Prep	Students will complete KOSSA extended school test prep with respective teacher.	Direct Instruction	02/04/2013	02/28/2013	\$4600	Robin Rixon, Bethany Garmon, Beth Wethington, Ron Bertram, Tracey Bean, Stacy Anderson, Claude Melancon, Steve Kinder
ESS/Common Assessments	Extended School Services will be provided for students that need help in math.	Academic Support Program	09/05/2012	05/24/2013	\$4600	Joni Jessie, Samantha Roark, Scottie Weston, Tiffany Carnes, Rebecca Walters, Pam Wilson, Michelle Bates, Molly Mounce, and Stacy Anderson
Method Test Prep	10th and 11th grade students will work on ACT computerized test that gives direct feedback and is directly related to the student ILP.	Academic Support Program	01/02/2013	05/24/2013	\$450	Core content teachers, Stacy Anderson, Stacy Coe, Devin Palacky
ZOOM Math	ZOOM math program has been purchased as well as calculators to help students with the Math section of the ACT/PLAN and COMPASS test to prepare students to meet benchmark.	Academic Support Program	08/12/2013	05/31/2017	\$2000	Sarah, Roy, Samantha Roark
					Total	\$31650

Other

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services (ESS)	Extended School Services are offered before and after school hours for students who need one-on-one assistance to meet college readiness.	Tutoring	08/07/2013	05/31/2017	\$5000	RCHS staff
Accelerated Reader	Students have access to a variety of multi-level reading material. A Library Science credit can be earned as students complete required reading and testing.	Direct Instruction	08/07/2013	05/31/2017	\$1150	Deanna Holt, English Department
Reading Enrichment Class	Implement reading course for 9th grade students(including subpopulations) scoring below grade level.	Direct Instruction	08/07/2013	05/31/2017	\$500	9th Grade staff
ESS	Extended School Services are offered before and after school hours for students who need one-on-one assistance to meet college readiness.	Tutoring	09/05/2012	05/24/2013	\$4600	Math department
Total					\$11250	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Increase career readiness from 73% to 80% by May 2014 which is an increase of 7%.		According to the School Report Card, RCHS met the career readiness goal scoring 73.%. The goal was 70%.	December 04, 2013	Stacy Anderson
Objective	70% of Twelfth grade students will collaborate to be career ready in 2014 in Career & Technical by 05/24/2014 as measured by KOSSA tests, ASVAB score, Work Keys.	Not Met	According to the School Report Card, RCHS met the Career Ready goal with a 73%.	December 04, 2013	Stacy Anderson
Strategy	Career Ready		Students use the KOSSA Test Prep to help ensure success on the KOSSA test.	December 04, 2013	Stacy Anderson
Activity	KOSSA Test Prep	Completed	Beginning in February, teachers regularly help students prepare for the KOSSA test. Instruction is based on student needs to become career ready.	September 30, 2013	Stacy Anderson
Activity	Work Keys Practice	Completed	Teachers at RCHS and Lake Cumberland Area Technology Center work closely to ensure student success on the Work Keys. Vocational, math, and reading teachers help students navigate through a series of workbooks to help students understand the benefits to becoming career ready.	September 30, 2013	Stacy Anderson
Activity	Work Keys	Completed	All Students took the Work Keys test to help prepare them for career readiness.	December 04, 2013	Stacy Anderson
Goal	Increase college readiness in high school seniors from 47% to 55% by May, 2015 which is an increase of 8%.		According to the School Report Card, we did not meet our goal of 70% of college ready students	December 04, 2013	Stacy Anderson
Objective	60% of Twelfth grade students will demonstrate a proficiency to be college ready in Mathematics by 05/30/2014 as measured by ACT benchmark, PLAN test, Compass test, KYOTE test.	Not Met	According to the School Report Card, RCHS students did not meet the college ready benchmark of 70%.	December 04, 2013	Stacy Anderson
Strategy	ACT test		ACT practice tests and prep classes are giving throughout the year.	December 04, 2013	Stacy Anderson
Strategy	Transition Math Courses		Transition math courses are being implemented to help students transition to college-ready classes. AP stats will be added to the curriculum next year.	December 04, 2013	Stacy Anderson

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Activity	PLAN Test	Completed	All sophomores take the PLAN test and teachers use data to meet students at the point of need. Freshmen take a practice PLAN three times to prepare for the state assessment.	September 30, 2013	Stacy Anderson
Activity	KYOTE Test	Completed	The KYOTE test is given to seniors in pre-college math courses. The KYOTE allows students to become college ready with extra help in the classroom. The test prepares students for future endeavors and allows them to have an alternative from the ACT.	September 30, 2013	Stacy Anderson
Activity	Method Test Prep	Not Applicable	Due to funding , the contract was not renewed	December 05, 2013	Michael A Ford
Activity	Method Test Prep	In Progress	Students use the program Method Test Prep to prepare for the ACT test. Teachers monitor the progress of students by using the Individual Learning Plan for each student. Students gain valuable knowledge through the program and become college ready.	September 30, 2013	Stacy Anderson
Activity	ESS	In Progress	ESS is offered to ALL students to prepare them for college/career.	December 04, 2013	Stacy Anderson
Activity	Pre-College Math	In Progress	Pre-College Math will be available to students who plan on attending college or the carrer field.	December 04, 2013	Stacy Anderson
Strategy	RCHS Principal PGES		RCHS principals received PGES training July 23rd, 24th, and 25th 2013. The training allowed principals to evaluate teachers with the new PGES system.	April 11, 2013	Michael A Ford
Activity	CIITS Implementation	In Progress	On February 15, 2013, Russell County High School teachers completed watched a PD 360 video and completed a reflection. Each teacher entered a minimum of one assessment in CIITS as evidenced by CIITS/PD360 records.	April 15, 2013	Michael A Ford
Activity	Principal PGES Trainings	Completed	RCHS princials received PGES training to become highly effective evaluators on July 23rd, 24th, and 25th, 2012.	April 11, 2013	Michael A Ford
Activity	CIITS Training	In Progress	Feb. 15, 2013, teachers participated in CIITS assessment building and PD 360 training as evidenced by teacher reflections and district/school sign-in records.	April 15, 2013	Michael A Ford
Activity	Highly Effective Teacher Practices	In Progress	Three teachers from RCHS were trained in the PGES evaluation system to become highly effective teachers on July 23rd and 24th, 2012.	April 11, 2013	Michael A Ford
Strategy	Cultural Assessment		Metcalfe County High School cultural assessment team will visit our school and give a presentation on the findings. RCHS cultural committee will take the lead and follow up on the findings to change or implement.	September 30, 2013	Stacy Anderson
Activity	ZOOM Math	In Progress	Struggling students use the Zoom math program to build math computation skills and prepare for state testing. The program is designed to bulid cognitive and comprehension skills amomg struggling math students.	December 05, 2013	Stacy Anderson
Goal	Increase the average of special needs students On-Demand scores by 40% by 2017.		RCHS was a focus school in 2012-2013 in On-Demand writing with a gap in students wth disabilities. According to state data, RCHS has shown growth in this area with an increase from 0 to 5 students meeting proficiency/distinguished goal.	December 05, 2013	Stacy Anderson

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Objective	collaborate to to increase the On-Demand scores of students with disabilities from 10% to 50%. by 05/31/2017 as measured by School Report Card.	Met	Students with disabilities met the target goal of 10%, On-Demand Writing scores.	December 05, 2013	Stacy Anderson
Activity	Common Assessment	In Progress	Teachers are working on common assessments to monitor student progress consistently throughout the school.	December 05, 2013	Stacy Anderson
Activity	RTI	In Progress	Special education ELA teachers have targeted students for one-on-one interventions in writing. Teachers have met with students throughout the year and monitored progress. On-Demand writing scores have showed an improvement in special education writing scores.	December 05, 2013	Stacy Anderson
Activity	Individualized instruction	In Progress	Individual ELA teachers have been monitored by principals during walk-throughs and lesson plans for On-Demand progress monitoring.	December 05, 2013	Stacy Anderson

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Russell County High School was extraordinarily fortunate to participate in the Green River Regional Educational Cooperative Data Retreat on October 28 - 30. At this retreat, administrators, teacher leaders, and district representatives were able to analyze a multitude of data resources such as the K-Prep School Report Card, PLAN Test Results, Discovery Education Benchmarking, and ACT. Utilizing the data collected from this retreat, the teachers and administrators then returned to their schools and held a Professional Development day on November 1st to enable all teachers to analyze the data. Upon the conclusion of this day, the school identified two areas of primary concern that included content-area literacy and closing the gap between students with disabilities and non-disabilities. The consensus was that if we can address these areas, this would be excellent first steps in achieving our school goals.

Data analysis shows a gap between novice and proficient readers at RCHS. It is apparent at RCHS can read or cannot with apprentice levels almost non-existent. 35.7% of students scored novice while 44.0% scored proficient. 13.3% of our student population scored an apprentice level and further discouragement occurred when data revealed 7.1% scored distinguished. Therefore, the data was conclusive and revealed the gap between novice and proficient readers. Our assumption was correct and immediate attention was given to improve reading strategies.

Closing the gap between students with disabilities and non-disabilities is an on-going process and multiple strategies have been implemented. Freshmen reading classes have been added to the schedule in addition to regular English classes for students not reading on grade level. The reading classes focus on tier level reading and students' progress with guided assistance. The goal is for freshmen reading to reach grade level by the end of the 2014 school year. To support reading across the curriculum, Laker Literacy Monday was immediately implemented. Students participate in timed reading activities that include all content areas. Additionally, co-teaching is occurring to close the achievement gaps in all content areas. Professional development has been scheduled by our District Special Education Coordinator to implement the roles of co-teaching in the classroom.

Closing the gap between students with disabilities and non-disabilities is an on-going process and multiple strategies have been implemented. Teachers and administrators are working diligently to implement individual reading and writing strategies with students who have tested below benchmark. Strategies include but are not limited to: one-on-one intervention, enrichment classes, and ESS morning and afternoon.

As our analysis continued, we were able to acknowledge that the achievement in college and career readiness far exceeded our expectations. 2011-2012 RCHS was determined a focus/ needs improvement school; by the 2012-13 school year we had a dramatic increase in college and career readiness. This increase allowed our school to be ranked as a Proficient level with an overall score of 63.4% which is notable higher than 56.4% from the previous year. RCHS increased from 61 to 87 overall state percentile.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

RCCHS scored 64.5% in CCR for 2011-12 we are proud to say we have continued strengthening this area as data indicates 2012-13 RCCHS scored an amazing 83.6% CCR. We attribute this success to the programs we implemented which were Work Keys, WIN Learning, Compass Test, and career clustering. To sustain the areas of strength, RCCHS will continue to implement research based interventions and enrichment programs. We expect CCR to continue to grow because of our commitment to high achievement for all students. We feel we have made great strides by hiring a full-time College and Career Ready Counselor. Her responsibilities include conferencing with all RCCHS students and establishing a relationship with area college and technical schools.

Although our reading proficiency level has improved, we strive to reduce our novice by implementing Laker Literacy Monday. RCCHS students will read 10 minutes in every class and complete content related questions. This is an effort to improve comprehension and test taking skills.

We feel the implementation of Springboard has proven to be a key element in our ELA scores. We will continue to use Springboard and promote rigorous ELA standard-base activities. This program allows for important district wide consistency before entering high school. The curriculum was purchased from the general fund for grades 6-12 therefore aligning ELA throughout the district.

According to the TELL survey, 89.8% of our teachers indicate that working in professional learning communities (PLC) is vital to develop and align instructional practices. Along the same lines, 100% of our teachers felt as if they were encouraged to explore and develop new strategies to improve instruction. With improved instruction, 88.2% felt the school leadership held them to higher professional standards for delivering instruction. In order to provide quality instruction, 94.1% of the faculty felt they were working in a safe school environment. Overall communication with stakeholders was rated 92.3% due to the reliability of communication through technology.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Opportunities for Improvement

The needs improvement areas are reading and On-Demand students with disabilities. We have created several intervention programs for our students. First we targeted freshmen who were not reading on grade-level. We based our reading classes on the AIMS WEB benchmark results and teacher evaluations. Students were placed in small group settings with the classroom teacher which enables that teacher to decide on interventions and ways to improve reading levels of the students. The expected outcome is for freshmen reading below grade level to reach benchmark or better. Another intervention that will show positive increase in our reading scores will be the Laker Literacy Monday. Students will do timed- readings in every class. The time is not to exceed 10 minutes and is to be done at the beginning of every class on Monday. The result will be the students will have read 50 minutes by the end of the day.

RCCHS is very excited about the initiative of our local school board and the proposed creation of the Learning Academy. The Learning Academy will be an alternative learning environment for senior students with specific vocational/career objectives. Students will have flexible scheduling as well as co-op opportunities which will improve our community/school relationships. It is the intent of academy to produce well-educated, well-trained students that can enter the workforce immediately.

Students with disabilities will have common On-Demand writing prompts with constructive feedback. Students will work with small peer groups one-on-one with English instructor to identify their strengths and weaknesses concerning the writing process. This strategy has proven to work as our On-Demand scores from 2012-13 indicate. By implementing this strategy, we were able to increase our score from 0 P/D to 6 P/D.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

RCHS is a positive culture of learning that prepares next generation learners. Upon reflection, we are making the necessary changes to schedules by identifying subgroups of low performing students and implementing strategies to increase student achievement and postsecondary transition. By utilizing research based programs which include, Method Test Prep, WIN Learning, Springboard, and ESS ACT prep classes, RCHS expects student performance to reach proficiency in all areas with primary focus on On-Demand and reading.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	The school looked at multiple data sources to implement strategies and goals for the CSIP	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	NA	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	RTI and ESS are available to students with the greatest need.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	NA	

Comprehensive School Improvement Plan

Russell County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	We have taken measures to increase parent involvement but have not implemented the Parent Compact and Parent Involvement Policy.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	NA	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Specialized activities were not planned.	

Comprehensive School Improvement Plan

Russell County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Specialized assistance were not targeted.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	No paraprofessionals were assigned.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	NA	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We have taken measures to increase parent involvement but no the compact or policy.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes		

Comprehensive School Improvement Plan

Russell County High School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	NA	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	No	We do not have teachers that are not highly qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	NA	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Russell County High School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	NA	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Tracy Aaron-LCDHD

Darrell McGaha-Associate Director for Workforce Development

Nick Shearer-Branch Manager Bank of Jamestown

Lindsey Westerfield-Russell County Library

Tonya Meece-Chamber of Commerce President

Gerald Murray-Board Member

Kami Lawson-SBDM member

Lynae Riggins-RCECC

Donna Diaz-LCADD

Lisa McDonald-Senior Vice-President First National Bank

Randy Baird-Owner McDonald's Office

Wayne Gosser-Board Member

Steve Kerr-Board Member

Becky Hadley-Registrar

Lauren Hayes-RCPIP

Gary Robertson-County Judge Executive

Mary Barnes-KEA

Alan Coffey-RECC

Brenda Higginbotham-Vice Chairman Board of Education

Julie Beckham -Board of Education Chairman

Jo Ann Bryant-Parent

Keith Ellis-Principal RCHS

Robin Rixon-CCR Counselor

John Loy-Director of Youth Service Center

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 1.71

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents receive information on school activities and are invited to conference if child is not doing well.	Novice

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback is not included in any assessment of the school's efforts to welcome and engage parents.	Novice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 1.57

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff uses only one-way communication with parents to inform them about student work. (For example, student report cards and behavior reports.)	Novice

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff rarely provides general information to the community about academic expectations of students.	Novice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	Parents are not encouraged to give feedback on school or student performance.	Novice

Comprehensive School Improvement Plan

Russell County High School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.29

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Staff and parents have no knowledge of authentic participation.	Novice

Comprehensive School Improvement Plan

Russell County High School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 1.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>School provides one open house a year and offers some written materials about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. 	Novice

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff provides parents only with information mandated by reporting requirements on student achievement.</p>	Novice

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

Comprehensive School Improvement Plan

Russell County High School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

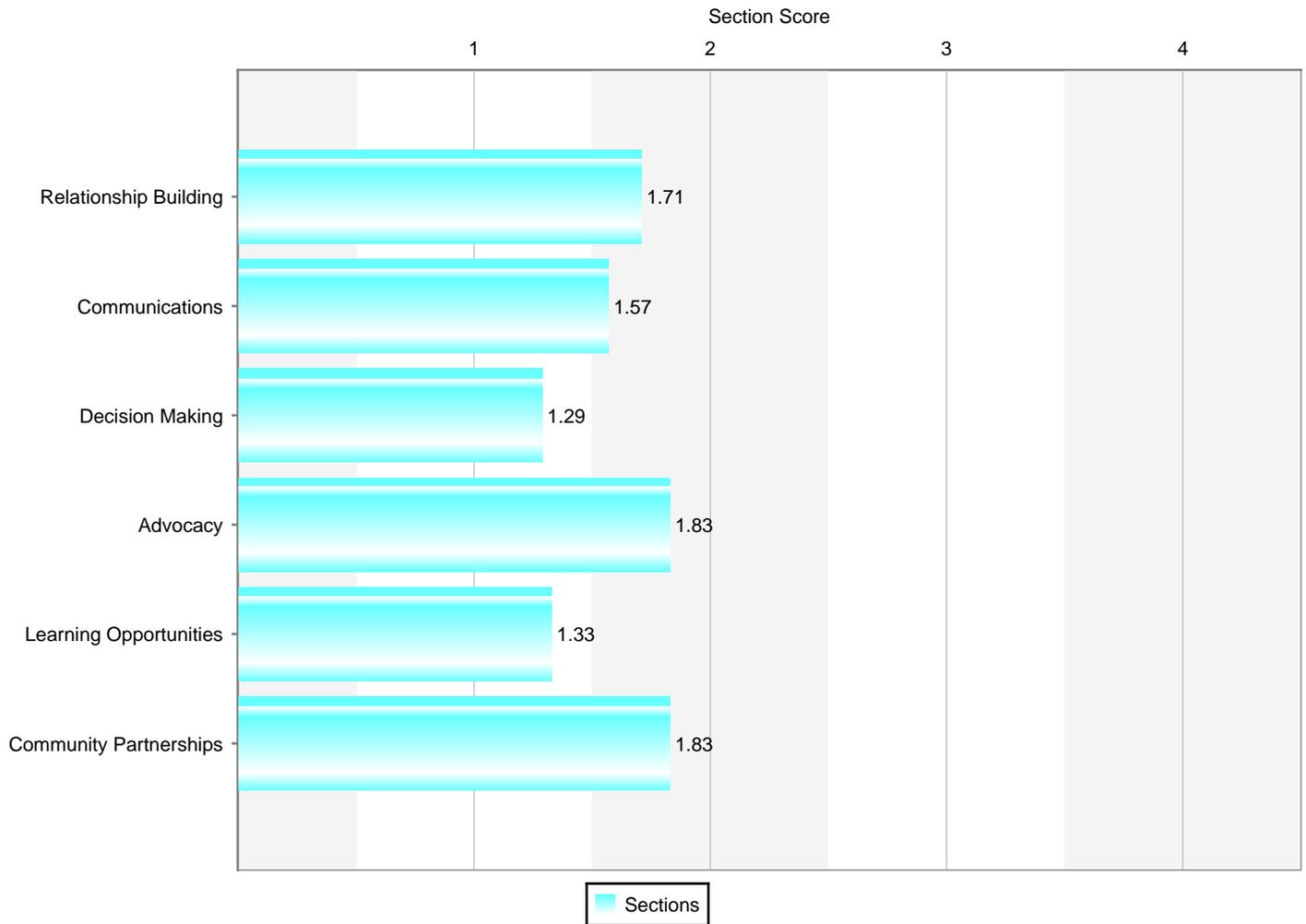
Based upon survey results, Relationship Building is our strength area. This is due in part to the systems we have in place to welcome parents and discussing academic performance. Administrators are available by appointment to discuss student progress. Teachers are aware of student needs and contact parents to discuss programs and processes to address those needs and ensure academic success. In addition, RCHS strives to keep parents informed of student progress through tri-weekly progress notes and through parent portal provided within Infinite Campus.

RCHS is also making strides with out community partnership efforts. Teachers ensure that students participate in programs within the community that are linked to student learning. For example, co-op is available to students through various departments which ultimately is an intracal part of our college/career ready success. School staff collaborates with community agencies to address student needs and provide parent communication. Our college/career counselor maintains a directory on agencies, programs, and services for students.

Although relationship building is a strength at Russell County High School, we do acknowledge that there is room for improvement in the area of advocacy. The survey results indicates advocacy to be an area of need. We are currently in the preplanning stages of developing more opportunities for parents to be part of the decision process concerning their students academic goals and learning needs. Our intention is for parents and community members to be better informed about student performance, leadership opportunities, and academic expectations.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

We met with a wide variety of stakeholders to discuss improvement and their role in the improvement plan. The meeting took place on December 12, 2013. Business leaders, board members, and community leaders were asked to give input and share ideas with the school district.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Community leaders were asked to participate in discussions at RCHS to help students better understand the need for education and the importance of attendance. RCHS asked for specific businesses to come and be an integral part of the learning process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

A copy of the plan will be on the school website for all stakeholders and interested parties to view at any time. Principals and the district office will be update by progress monitoring the CSIP as needed.

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	November 18, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	November 18th,2013	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	No	This took place on November 26th, 2013.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Comprehensive School Improvement Plan

Russell County High School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Reviewed Noveber 26th, 2013	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	No	We complied the first thirty days of school.	

Compliance and Accountability - High Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Russell County High School will improve the working and learning environment for the professional development of teachers as measured by the TELL survey from 35.3% to 60% by 2015.

Measurable Objective 1:

demonstrate a proficiency The school culture will be assessed and reviewed to ensure a quality learning environment. by 05/30/2014 as measured by The culture committee and the TELL survey will assess the faculty and students throughout the year and document the findings..

Strategy1:

Cultural Assessment - A cultural assessment team will from another district will assess the culture and present the findings to the faculty.

Research Cited: School Improvement: Culture and Learning

Activity - PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to select content based professional learning videos.	Professional Learning	08/12/2013	05/31/2017	\$0 - No Funding Required	RCHS staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average of special needs students On-Demand scores by 40% by 2017.

Measurable Objective 1:

10% of All Students will collaborate to increase On-Demand writing scores in English Language Arts by 05/31/2013 as measured by On-Demand test scores.

Strategy1:

Writing/On-Demand - Students with disabilities will be targeted to improve On-Demand writing scores.

Research Cited:

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Activity - Individual instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive one-on-one and direct instruction with ON-Demand writing.	Direct Instruction	01/02/2013	05/30/2014	\$0 - No Funding Required	RCHS collaborative/regular education teachers

Goal 2:

Increase the average math proficiency from 27.2% to 66.4% which is an increase of 49.2% by 2017.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency of 66.4% in Mathematics by 05/31/2017 as measured by Math teachers and common assessments, RTI, ESS, and ACT preparation..

Strategy1:

Increase Math Proficiency - Math teachers will use common assessments, RTI, ESS, and ACT prep to prepare students for the End of Course Assessment and the ACT in math.

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services will be provided for students to reinforce classroom instruction before and after school.	Academic Support Program	09/05/2012	05/24/2013	\$4600 - State Funds	Joni Jessie, Samantha Roark, Scottie Weston, Tiffany Carnes, Rebecca Walters, Pam Wilson, Michelle Bates, Molly Mounce, Sarah Roy and Stacy Anderson

Activity - AP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP Statistics will be offered to seniors in order to increase P/D math scores.	Other	08/06/2014	05/29/2015	\$7000 - General Fund	Pam Wilson

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Department will administer cumulative common assessments and evaluate student performance and progress.	Direct Instruction	01/02/2013	05/24/2013	\$0 - No Funding Required	Jonie Jessie, Samantha Roark, Scottie Weston, Tiffany Carnes, Rebecca Walters, Pam Wilson, Michelle Bates, Molly Mounce, Sarah Roy, Stacy Anderson

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Activity - Collaboration/Resource/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/08/2012	05/24/2013	\$0 - No Funding Required	RCCHS staff

Activity - Honor Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who meet the requirements for advanced coursework are offered college credit classes as well as honor courses. These courses are designed to ensure differentiation for high performing students.	Direct Instruction	08/08/2012	05/24/2013	\$0 - No Funding Required	RCCHS staff

Activity - Ag Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dual-Credit Math with Murray State University is being offered to students for college credit.	Direct Instruction	08/07/2013	05/30/2014	\$0 - No Funding Required	Beth Wethington

Activity - ZOOM Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ZOOM math program will be purchased as well as 10 calculators to help students with the Math section of the ACT/PLAN and COMPASS test to prepare students meet benchmark.	Academic Support Program	01/15/2013	05/24/2013	\$1700 - State Funds	Sarah Roy, Pam Wilson

Goal 3:

Increase the percentage of proficiency in reading from 51% to 75.1% which is a 24.1% by 2017.

Measurable Objective 1:

A 24% increase of All Students will demonstrate a proficiency increase from 51.0% to 75.1% in English Language Arts by 05/31/2017 as measured by School Report Card..

Strategy1:

Improve Reading Proficiency - Students will increase reading proficiency across content areas.

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to meet college readiness.	Tutoring	09/05/2012	05/24/2013	\$4600 - Other	English Department

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Activity - Springboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Springboard was purchased for 6-12th grade to unify and upgrade ELA district wide. Springboard curriculum will be the text used in all ELA classrooms and are consumable and require yearly renewal.	Academic Support Program	08/13/2012	05/24/2013	\$17000 - District Funding	English Department, Stacy Anderson, ESS staff

Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/08/2012	05/24/2013	\$0 - No Funding Required	RCCHS staff

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI teachers will target low performing males in an effort to increase reading proficiency by concentrating on timed content reading and comprehension.	Direct Instruction	01/02/2013	05/24/2013	\$0 - No Funding Required	Sarah Stapp, Candice Robertson, Kim Weston,

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have access to a variety of multi-level reading material. A Library Science credit can be earned as students complete required reading and testing.	Direct Instruction	08/08/2012	05/24/2013	\$1150 - Other	Deanna Holt and English department

Activity - Reading Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading course for 9th grade students (including subpopulations) scoring below grade level.	Other	08/08/2013	05/23/2014	\$3000 - Other	Nineth grade staff

Activity - Laker Literacy Monday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will read the first ten minutes of each class every Monday.	Academic Support Program	11/18/2013	05/30/2014	\$0 - No Funding Required	RCCHS teachers and administration

Goal 4:

Increase the average math proficiency from 27.2% to 66.4% which is an increase of 49.2% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 66.4% in Math by 05/31/2017 as measured by Math teachers, common assessments, RTI ESS, Discovery Education, and School Report Card.

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Strategy1:

Common Assessments - Math teachers will use common assessments, RTI, ESS, and ACT prep to prepare students for the End of Course Assessment and the ACT in math.

Research Cited:

Activity - ESS/Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services will be provided for students that need help in math.	Academic Support Program	09/05/2012	05/24/2013	\$4600 - State Funds	Joni Jessie, Samantha Roark, Scottie Weston, Tiffany Carnes, Rebecca Walters, Pam Wilson, Michelle Bates, Molly Mounce, and Stacy Anderson

Activity - AP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCCHS will offer AP statistics to seniors in order to increase proficiency in the area of mathematics.	Direct Instruction	08/07/2014	05/31/2017	\$7000 - General Fund	RCCHS math instructors

Activity - ZOOM Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ZOOM math program has been purchased as well as calculators to help students with the Math section of the ACT/PLAN and COMPASS test to prepare students to meet benchmark.	Academic Support Program	08/12/2013	05/31/2017	\$2000 - State Funds	Sarah, Roy, Samantha Roark

Activity - Honors Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who meet the requirements for advanced coursework are offered college credit classes as well as honor courses. These courses are designed to ensure differentiation for high performing students.	Direct Instruction	08/08/2013	05/31/2017	\$0 - No Funding Required	RCCHS Staff

Activity - Collaboration/Resource/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/12/2013	05/31/2017	\$0 - No Funding Required	RCCHS staff

Goal 5:

Increase the proficiency of Russell County High School Students in reading from 51% to 75.1%, which is a 24.1% increase by 2017.

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Measurable Objective 1:

demonstrate a proficiency increase from 51% to 75.1% by 05/31/2017 as measured by School Report Card .

Strategy1:

Improve Reading Proficiency - Students will increase their proficiency in Reading across all content areas.

Research Cited:

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education was purchased to improve proficiency. Students will be benchmarked 3 times a year using Discovery Education.	Academic Support Program	08/07/2013	05/31/2017	\$3500 - General Fund \$3500 - Title II Part A	RCCHS staff

Activity - Springboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Springboard was purchased for grades 6 - 12 to unify and upgrade ELA Curriculum District Wide. This curriculum will be used in all ELA classrooms. The text used is a consumable product that will be replaced each year.	Academic Support Program	08/07/2013	05/31/2017	\$17000 - District Funding	English Department, Stacy Anderson, ESS staff

Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/07/2013	05/31/2017	\$0 - No Funding Required	RCCHS staff

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI teachers will target low performing males in an effort to increase reading proficiency by concentrating on timed content reading and comprehension.	Direct Instruction	08/07/2013	05/31/2017	\$0 - No Funding Required	Sarah Stapp, Candice Robertson, Kim Weston

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have access to a variety of multi-level reading material. A Library Science credit can be earned as students complete required reading and testing.	Direct Instruction	08/07/2013	05/31/2017	\$1150 - Other	Deanna Holt, English Department

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Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to meet college readiness.	Tutoring	08/07/2013	05/31/2017	\$5000 - Other	RCHS staff

Activity - Reading Enrichment Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading course for 9th grade students(including subpopulations) scoring below grade level.	Direct Instruction	08/07/2013	05/31/2017	\$500 - Other	9th Grade staff

Strategy2:

Laker Literacy Monday - Every Monday students will read the first ten minutes of each class. Teachers have chosen content timed reading with questions for students to practice fluency and comprehension. Students will have the opportunity to read and practice specific skills to help with ACT questions and increase comprehension levels.

Research Cited:

Activity - Laker Literacy Monday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read the first ten minutes in every class on Monday's	Academic Support Program	11/18/2013	05/30/2014	\$0 - No Funding Required	RCHS teachers and administration

Strategy3:

ACT test - 10th and 11th grade students will work on ACT computer program Method Test Prep.

Research Cited:

Activity - PLAN Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th grade students will be given the PLAN test three times. The third time the test will be sent off and scored for benchmark purposes.	Academic Support Program	09/05/2012	05/24/2013	\$2700 - General Fund	Scottie Weston, Freshmen Teachers, Stacy Anderson, Angela Emerson

Goal 6:

Increase the average of special needs students On-Demand scores by 40% by 2017.

Measurable Objective 1:

collaborate to to increase the On-Demand scores of students with disabilities from 10% to 50%. by 05/31/2017 as measured by School Report Card.

Strategy1:

On-Demand Writing - Special education teachers and English RTI will help students with disabilities individually with On-Demand writing.

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Students will be monitored week to week by teachers to help each student and common On-Demand writing prompts will be given to ALL students in 10th and 11th grades. GRECC will provide Professional Development for ELA teachers specifically On-Demand writing for special needs students.

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers aligned On-Demand and Springboard curriculum for the 2013-14 school year.	Professional Learning	08/12/2013	05/31/2017	\$0 - No Funding Required	RCCHS English Department and administration

Activity - Individualized instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive one-on-one direct instruction with On-Demand writing.	Direct Instruction	08/12/2013	05/31/2017	\$0 - No Funding Required	English Department and administration

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI teachers will target special education students with writing disabilities during the regular school day to improve On-Demand performance.	Direct Instruction	08/12/2013	05/31/2017	\$0 - No Funding Required	Special Education Teachers in collaboration with regular education teachers.

Activity - Honor Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who meet the requirements for advanced coursework are offered college credit classes as well as honor courses. These courses are designed to ensure differentiation for high performing students.	Direct Instruction	08/12/2013	05/31/2017	\$0 - No Funding Required	RCCHS staff

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will administer common On-Demand prompts to assess student performance and monitor student progress.	Academic Support Program	08/12/2013	05/31/2017	\$0 - No Funding Required	English Department, regular and special education instructors.

Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource classroom.	Direct Instruction	08/12/2013	05/31/2017	\$0 - No Funding Required	RCCHS staff

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The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Increase the average math proficiency from 27.2% to 66.4% which is an increase of 49.2% by 2017.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency of 66.4% in Mathematics by 05/31/2017 as measured by Math teachers and common assessments, RTI, ESS, and ACT preparation..

Strategy1:

Increase Math Proficiency - Math teachers will use common assessments, RTI, ESS, and ACT prep to prepare students for the End of Course Assessment and the ACT in math.

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services will be provided for students to reinforce classroom instruction before and after school.	Academic Support Program	09/05/2012	05/24/2013	\$4600 - State Funds	Joni Jessie, Samantha Roark, Scottie Weston, Tiffany Carnes, Rebecca Walters, Pam Wilson, Michelle Bates, Molly Mounce, Sarah Roy and Stacy Anderson

Goal 2:

Increase the percentage of proficiency in reading from 51% to 75.1% which is a 24.1% by 2017.

Measurable Objective 1:

A 24% increase of All Students will demonstrate a proficiency increase from 51.0% to 75.1% in English Language Arts by 05/31/2017 as measured by School Report Card..

Strategy1:

Improve Reading Proficiency - Students will increase reading proficiency across content areas.

Research Cited:

Activity - Reading Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading course for 9th grade students (including subpopulations) scoring below grade level.	Other	08/08/2013	05/23/2014	\$3000 - Other	Nineth grade staff

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI teachers will target low performing males in an effort to increase reading proficiency by concentrating on timed content reading and comprehension.	Direct Instruction	01/02/2013	05/24/2013	\$0 - No Funding Required	Sarah Stapp, Candice Robertson, Kim Weston,

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the average math proficiency from 27.2% to 66.4% which is an increase of 49.2% by 2017.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency of 66.4% in Mathematics by 05/31/2017 as measured by Math teachers and common assessments, RTI, ESS, and ACT preparation..

Strategy1:

Increase Math Proficiency - Math teachers will use common assessments, RTI, ESS, and ACT prep to prepare students for the End of Course Assessment and the ACT in math.

Research Cited:

Activity - Honor Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who meet the requirements for advanced coursework are offered college credit classes as well as honor courses. These courses are designed to ensure differentiation for high performing students.	Direct Instruction	08/08/2012	05/24/2013	\$0 - No Funding Required	RCHS staff

Goal 2:

Increase the percentage of proficiency in reading from 51% to 75.1% which is a 24.1% by 2017.

Measurable Objective 1:

A 24% increase of All Students will demonstrate a proficiency increase from 51.0% to 75.1% in English Language Arts by 05/31/2017 as measured by School Report Card..

Strategy1:

Improve Reading Proficiency - Students will increase reading proficiency across content areas.

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Research Cited:

Activity - Springboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Springboard was purchased for 6-12th grade to unify and upgrade ELA district wide. Springboard curriculum will be the text used in all ELA classrooms and are consumable and require yearly renewal.	Academic Support Program	08/13/2012	05/24/2013	\$17000 - District Funding	English Department, Stacy Anderson, ESS staff

Activity - Reading Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading course for 9th grade students (including subpopulations) scoring below grade level.	Other	08/08/2013	05/23/2014	\$3000 - Other	Nineth grade staff

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase career readiness from 73% to 80% by May 2014 which is an increase of 7%.

Measurable Objective 1:

70% of All Students will collaborate to be career ready in 2014 in Career & Technical by 05/24/2014 as measured by KOSSA tests, ASVAB score, Work Keys.

Strategy1:

Career Ready - Students will be instructed individually to prepare for the KOSSA test. Teachers will use Work Key modules as part of their curriculum. Teachers will help 12th grade using modules from practice tests or those who have not yet met benchmark for career readiness.

Research Cited:

Activity - College/Career Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College/Career Counselor	Career Preparation/Orientation	08/12/2013	05/31/2017	\$50000 - Race to the Top	GRREC

Activity - Work Keys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WIN Learning grant (computer based program) will be used to prep students for Work Keys through RTI.	Technology	01/21/2013	05/24/2013	\$0 - No Funding Required	Barry Bolin, Steve Kinder, Stacy Anderson

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Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete KOSSA extended school test prep with respective teacher.	Direct Instruction	02/04/2013	02/28/2013	\$4600 - State Funds	Robin Rixon, Bethany Garmon, Beth Wethington, Ron Bertram, Tracey Bean, Stacy Anderson, Claude Melancon, Steve Kinder

Activity - Work Keys Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work Keys will be embedded in regular classroom instruction by all content teachers.	Direct Instruction	09/05/2012	05/24/2013	\$0 - No Funding Required	Core Content Teachers, Stacy Anderson

Goal 2:

Increase college readiness in high school seniors from 47% to 55% by May, 2015 which is an increase of 8%.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency to be college ready in Mathematics by 05/30/2014 as measured by ACT benchmark, PLAN test, Compass test, KYOTE test.

Strategy1:

ACT test - 10th and 11th grade students will work on ACT computer program Method Test Prep.

Research Cited:

Activity - KYOTE Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
12th grade students in Pre-College Math can take the KYOTE test to meet benchmark on ACT.	Academic Support Program	09/05/2012	05/24/2013	\$0 - No Funding Required	Michelle Bates, Rebecca Walters

Activity - PLAN Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th grade students will be given the PLAN test three times. The third time the test will be sent off and scored for benchmark purposes.	Academic Support Program	09/05/2012	05/24/2013	\$2700 - General Fund	Scottie Weston, Freshmen Teachers, Stacy Anderson, Angela Emerson

Activity - College/Career Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College/Career Counselor help students develop a plan for the future.	Career Preparation/Orientation	08/12/2013	05/31/2017	\$0 - No Funding Required	GRREC

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Strategy2:

Transition Math Courses - Twelfth grade students have the opportunity to take transitional math classes to become college ready.

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to meet college readiness.	Tutoring	09/05/2012	05/24/2013	\$4600 - Other	Math department

Activity - Pre-College Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-College math is offered in two parts to seniors seeking college readiness.	Direct Instruction	08/08/2012	05/24/2013	\$0 - No Funding Required	Math Department