



Comprehensive School Improvement Plan

Russell County Middle School
Russell County

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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 Middle School is located in Russell Springs, Kentucky which is near the heart of beautiful Lake Cumberland, the 3rd largest lake east of the Mississippi River. Russell County's total population is currently 17,497. The unemployment rate of Russell County is 8.8%, which is slightly higher than the current 8.5% unemployment rate of Kentucky. The high school graduation rate is 88.9%, which is higher than the 87.4% of the state of Kentucky. All of these factors combine to encourage our student population to excel and achieve as they continue their education.

The main building of Russell County Middle School itself was built in 1953 and was originally Russell County High School. In 1988, a new building was constructed as the home of Russell County High School adjacent to the property. That same year, our building was renamed Russell County Junior High and was the home for all 7th, 8th, & 9th graders in Russell County. In 1996, due to student population growth, all 9th graders were moved to Russell County High School and our school became Russell County Middle School (RCMS) to all 7th and 8th graders. In 2007, a major renovation took place to our building that included an enlarged office and lobby area, two new classrooms, bathrooms, cafeteria addition, and sprinkler systems added throughout the building.

The 2013-2014 school year has brought about yet more changes for Russell County Middle School. Due to financial concerns, a reconfiguration of schools across the Russell County School District took place. One of the four feeder elementary schools was closed, redistricting occurred, and all 6th grade students were relocated to RCMS to now increase our enrollment of 703 to include all 6th, 7th, & 8th graders.

Russell County Middle School is a Title I school. We have seen several administration changes over the last five years. We have had four different principals during this time period. Our current administration consists of 1 principal, 2 assistant principals, 2 full-time counselors, 1 instructional coach, and 1 library media specialist. We have 34 core content teachers (including 8 special education teachers), and 6 ENCORE teachers. We also have access to our Youth Service Center and outside mental health agencies, which help eliminate barriers for all students.

Russell County Middle School is currently identified in the "Needs Improvement" category as a "Focus School" due to the scores of our students identified with disabilities in Reading and Science. Given this fact, RCMS teachers are working diligently to meet the diverse learning needs of those students with special needs, including students with Individual Education Plans, 504 Plans, and various mental health issues. Based on these special challenges, we have implemented and are continuing to refine many strategies, such as co-teaching for closing the gap, Reading Enrichment, Math Enrichment, utilizing researched-based curriculum and other interventions to help this unique student population be successful.

Our current school's demographics are:

92% - White (Non-Hispanic)

2% - Black

4.5% - Hispanic

.7% - Asian

.2% - Alaskan Native

.2% - Hawaiian

.2% - Two or more races

66% - Free-and-reduced meal qualifiers

.9% - English language learners

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11.7% - Special education students

12.6% - Gifted and Talented

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 purpose of Russell County Middle School is to prepare all students to be College and Career ready. Our master schedule reflects an intricate balance of core classes such as math, reading, English, science, and social studies, as well as ENCORE classes like Health/P.E., Arts and Humanities, Band, and College & Career Readiness. In addition, we offer reading and math intervention to scaffold instruction for our struggling learners as well as offering advanced courses such as Latin I and II and other online courses that will provide enrichment for the gifted and talented students.

We administer universal screeners to all students three times per year. In the past, we have used AIMSweb, however this year in addition to STAR, we have transitioned into utilizing Discovery Education. Teachers receive immediate results of the students taking the diagnostics which can then guide their instructional decisions. Content leaders received Discovery Education training on how to analyze reports and intervention options directly related to standards and returned to their perspective PLC groups to provide to plan for Tier I interventions. Each school year our 8th grade students are given the EXPLORE test, which gives all stakeholders a prediction of student performance on the ACT. To further assist our students to be college and career ready, a practice EXPLORE test is administered to our 6th and 7th grade students to identify skill levels and determine intervention needs.

Each spring, Russell County Middle School students participate in "Operation Preparation." 8th graders participate in a guided tour of Russell County High School's Freshman Academy where they are introduced to all potential 9th grade teachers and to various career tracks that will be available for them to pursue. Students also tour the Lake Cumberland Area Technology Center. This facility provides instruction in health services, electrical, carpentry, welding, mechanics, and engineering. Other grade levels are provided presentations from KHEAA that provide a Roadmap to College that engage them in activities to help ready students for life after high school.

Since there is a direct correlation of student success to parent involvement, Russell County Middle provides many opportunities for parents or guardians to remain active participants within their child's education. Examples of these opportunities include open house, PTO meetings, and "Parent Nights" that focus on high-interest topics such as bullying and college and career readiness. Parents are also invited to have access to Parent Portal through Infinite Campus to have continuous information regarding their students' academic performance, attendance, schedule, behavior, and assessments.

The mission of Russell County Middle School is to provide the opportunity for all students to reach high levels of academic performance by creating an educational, personal, and safe atmosphere conducive to the development of mental, physical, emotional, and social components of their skills emphasizing personal responsibility for their actions.

Russell County Middle School provides the following additional opportunities for creativity and involvement and to build positive relationships in support of the mission statement:

ESS (Extended School Services)

Y - Club

4-H Club

After-School Art Program (Multi-Media)

After-School Drama

AR Boost

Extreme P.E.

Community Involvement

Academic Team

Green Team

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Fellowship of Christian Athletes

Various Athletic Teams

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:

2011 - 8 Girls selected to the GEMS Program at Somerset Community College
2011 - 6 Students received awards for achievement on the National Latin Exam
2011 - 8th Grade Boys' Basketball Regular Season Champions
2011 - 8th Grade Boys' Basketball Conference Runner-Up
2011 - 7th Grade Girls' Basketball Regular Season Champions
2011 - 7th Grade Girls' Basketball Conference Champions
2011 - 7th Grade Girls' Volleyball Team District Champions
2012 - KPREP Test Results ranked RCMS in top 1/3 of all middle schools in the state
2012 - 10 Girls selected to the GEMS Program at Somerset Community College
2012 - 3 Students selected to the Rogers' Explorers program
2012 - 7 Students received awards for achievement on the National Latin Exam
2012 - Academic Team (Sportsmanship Award - District Competition)
2012 - 8th Grade Girls' Basketball Regular Season Champions
2012 - 8th Grade Girls' Basketball Conference Champions
2012 - 8th Grade Girls' Volleyball District Champions
2012 - 2 middle school students from RCHS Swim Team set new region records
2013 - 10 Girls selected to the GEMS Program at Somerset Community College
2013 - 7 Boys selected to the G2-TECS Program at Somerset Community College
2013 - Middle School Girls' Golf Team won Kentucky State Championship
2013 - 1 student was recognized as the Medalist at the Kentucky State Championship (Top Scorer)
2013 - 8th Grade Girls' Basketball Regular Season Champions
2013 - 7th Grade Girls' Basketball Regular Season Champions
2013- 7th Grade Girls' Basketball Conference Champions

Notable Improvements:

2011 - Implementation of new research-based math curriculum (Digits & ALEKS)
2011 - In-School Suspension Restructuring
2011 - First National Bank donation enabled the completion of an additional computer lab
2011 - Created opportunities for students to have more school pride (dances, pep rallies, student incentives)
2011 - PTO sponsored 1st Annual Vendor's Fair
2011 - Implemented RCMS Student Showcase with community stakeholders, high school club sponsors, and career track representatives
2011 - Students presented with Rachel's Challenge (Columbine Victim) sponsored by Partners in Prevention
2011 - Youth Service Center sponsored Lexington Children's Theatre presentation of Edgar Allen Poe play interpreting his works
2011 - Operation Preparation (College and Career Readiness)
2011 - New English/Language Arts curriculum (Springboard) purchased as part of a grades 6-12 initiative

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- 2011 - Ancillary materials purchased for ELA curriculum
 - 2011 - Continuation of 21st Century After-School Program
 - 2011 - Continuation of "On A Roll" Reward Program (academic celebration)
 - 2012 - Parent Night presentations (bullying and College and Career Readiness)
 - 2012 - Addition of an English/Language Arts computer lab in media center
 - 2012 - 8th Grade student trip to Washington, D.C.
 - 2012 - WIN Learning program was added to RCMS curriculum for College and Career Readiness
 - 2012 - Cambridge Non-Negotiable Skills Curriculum added to College and Career Readiness classes
 - 2012 - Remodeling of Library Media Center to include a more abundant selection of high-interest books
 - 2012 - Addition of incentives for Accelerated Reader achievement through the media center
 - 2012 - Continuation of 21st Century After-School Program
 - 2012 - Continuation of Dental Clinic sponsored by Youth Service Center
 - 2012 - Chautaugua presentation sponsored Circuit Court Clerk
 - 2012 - PTO sponsored 2nd Annual Vendor's Fair
 - 2012 - Continuation of "On A Roll" Reward Program (academic celebration)
 - 2013 - Continuation of 21st Century After-School Program
 - 2013 - Continuation of Dental Clinic sponsored by Youth Service Center
 - 2013 - PTO Sponsored 3rd Annual Vendor's Fair
 - 2013 - Continuation of "On A Roll" Reward Program (academic celebration)
 - 2013 - New math curriculum purchased for all grade levels as part of a grades 6-12 district initiative
 - 2013 - New math computer lab purchased for additional math classroom
 - 2013 - ROC (Reading our Content) Wednesdays (Content-Area Literacy Initiative)
 - 2013 - Three Week Reward for all grade levels
 - 2013 - Purchase of Discovery Education Program for benchmarking and interventions
 - 2013 - Students from the middle school participated in the Russell County High School Marching Band; they were Kentucky State Marching Band Championship Class AAA Finalist and placed 3rd overall
 - 2013 - Russell County Middle School Cheerleaders won Region Four KAPOS Super Large Champion
- Future Improvements:
- 2014 - Continue focus on content-area literacy
 - 2014 - Purchase of new math manipulatives to facilitate more hands-on learning and student centered classrooms
 - 2014 - Purchase of new science materials and curriculum to align with new Common Core Standards
 - 2014 - Student Trip to Washington, D.C.
 - 2014 - Create a more pro-active and balanced behavior intervention system
 - 2014 - Instill a sense of school pride by purchasing a new trophy case for the foyer and banners to display in the gymnasium
 - 2014- Increase student achievement on K-Prep, EXPLORE, and Discovery Education
 - 2014-Increase stakeholder (parent, community, business leaders, etc.) involvement

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 is small in size, but has an enormous community spirit and sense of pride. Other than the wonderful people of our community, we consider our greatest resource to be Lake Cumberland. It has over 1200 miles of shoreline (more than the state of Florida) and is the 3rd largest lake east of the Mississippi River. Lake Cumberland is also known to be the houseboat capital of the world. Many nationally recognized manufacturers of houseboats are located in the Lake Cumberland area. Fishing is also a major pastime on the lake with a variety of fish filling Lake Cumberland and the Cumberland River below Wolf Creek Dam. Simply stated; if you love the outdoors, you will love Russell County and the Lake Cumberland area. Russell County Middle School is proud to be situated at the threshold of such natural beauty and wonder and even more proud to call themselves a LAKER!

2013-2014 CSIP

Overview

Plan Name

2013-2014 CSIP

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 the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.	Objectives: 1 Strategies: 4 Activities: 30	Organizational	\$36940
2	Increase the average composite Explore score from 15.9 to 16.1 for Russell County Middle School by 2014.	Objectives: 1 Strategies: 1 Activities: 12	Organizational	\$9735
3	Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.	Objectives: 1 Strategies: 3 Activities: 22	Organizational	\$42625
4	Increase the percentage of effective principals (as measured by principal effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$700
5	Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2015.	Objectives: 3 Strategies: 4 Activities: 11	Organizational	\$5000
6	Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$900

Goal 1: Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

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

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy 1:

Literacy Initiative - A school wide literacy initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided separate Reading and Writing instruction to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the literacy initiative is implemented to meet the needs of the school.

Activity - English AND Language Arts Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will reflect that all students at Russell County Middle School will be provided with two separate English and Language Arts classes daily per grade level.	Direct Instruction	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; SBDM
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Intervention classes are scheduled for students performing below grade level.	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Instructional Coach; Teachers
Activity - Collaborative English and Language Arts classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative English and Language Arts classes will include a special education teacher co-teaching with the general education teacher.	Direct Instruction	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers
Activity - Accelerated English and Language Arts classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated English and Language Arts classes at the middle school are available for students performing above benchmark.	Direct Instruction	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Guidance Counselor; Gifted and Talented Teacher

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Activity - Gifted English and Language Arts Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Latin I and Latin II are offered during the school day for high school credit for students who are identified as being Gifted and Talented in English and Language Arts.	Academic Support Program	08/08/2012	05/16/2014	\$0	No Funding Required	Principal; Gifted and Talented Teacher
Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After-school tutoring opportunities are provided for students struggling in English and Language Arts.	Tutoring	09/10/2012	04/18/2014	\$2000	State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English and Language Arts teachers will be provided daily common content planning time as well as time for Professional Learning Communities.	Professional Learning	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers
Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other research based instructional materials.)	Direct Instruction	08/08/2012	05/15/2015	\$10000	State Funds	Principal; SBDM; Teachers
Activity - English and Language Arts Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English and Language Arts students will be provided access to computer labs to supplement and enrich Springboard Curriculum instruction.	Technology	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Chief Information Officer
Activity - School-wide Literacy Strategy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide goal of incorporating literacy strategies across the curriculum to improve reading skills among students.	Direct Instruction	11/12/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Instructional Coach
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Common assessments will be developed congruent to standards and administered in all English and Language Arts classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/15/2015	\$0	No Funding Required	Principal; Teachers; Instructional Coach
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Activity - STAR/AR Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels in Fall, Winter, and Spring and are encouraged to read above their lexile level to increase proficiency,	Academic Support Program	08/15/2012	05/15/2015	\$6165	State Funds	Principal; Teachers; Library Media Specialist; SBDM

Activity - ELA Student Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will meet with students identified to be within a 20 point range of the next score range level on Discovery Education benchmarking in order to encourage, mentor, and continuously monitor student progress throughout the year.	Academic Support Program	12/02/2013	05/16/2014	\$0	No Funding Required	ELA Teachers, Administration

Activity - ROC Wednesday Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will offer support to content teachers who are implementing the school initiative of "ROC" Wednesdays by reviewing text and offering examples of literacy strategies.	Other	11/06/2013	05/16/2014	\$0	No Funding Required	ELA Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 6-8 English Language Arts Teachers along with collaborating special education teachers participated in a two-day Advanced SpringBoard sponsored professional development that focused on meeting the rigorous expectations for reading and writing.	Professional Learning	07/22/2013	07/23/2013	\$5200	Title I Part A	Teachers, Instructional Coach, District PD Coordinator, Principal

Strategy 2:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Activity - Math and Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will reflect that students at Russell County Middle School will be provided with a Math and Math Lab class daily per grade level.	Direct Instruction	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; SBDM

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Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based math and math lab supplemental resources will be provided. (i.e. - ALEKS) in addition to math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Direct Instruction	08/08/2012	05/15/2015	\$750	School Council Funds	Principal; Teachers; SBDM
Activity - Accelerated Math Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math classes are scheduled at the middle school and, as applicable, through the Gifted and Talented Program, for students performing above benchmark.	Direct Instruction	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Guidance Counselor, Gifted and Talented Teacher
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math intervention classes are available for students performing below grade level.	Academic Support Program	08/08/2012	05/16/2014	\$0	No Funding Required	Principal; Teachers
Activity - Math Computer Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math students will be provided access to computer labs to implement math curriculum and other supplemental programs like Ten Marks as applicable.	Technology	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Chief Information Officer
Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will be provided daily common content planning time as well as time for Professional Learning Community.	Professional Learning	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers
Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After-school tutoring opportunities are provided for students struggling in math.	Tutoring	09/10/2012	05/16/2014	\$2000	State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

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Activity - Computational Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EKU Automaticity/Fluency Program is implemented to build computational math skills.	Academic Support Program	08/08/2012	05/16/2014	\$0	No Funding Required	Principal; Teachers
Activity - Collaborative Math Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative Math classes will include a special education teacher co-teaching with the general education teacher.	Direct Instruction	08/08/2012	05/15/2015	\$0	No Funding Required	Prinicipal; Teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/15/2015	\$0	No Funding Required	Principal; Instructional Coach; Teachers
Activity - Student Centered Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math classrooms will move from teacher directed to student directed learning by providing a variety of tools, using open ended tasks, using problem-based instruction, and incorporating formative assessment lessons.	Direct Instruction	10/21/2013	05/16/2014	\$0	No Funding Required	MathTeachers; Administration
Activity - Release Time PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally and create instructional activities based on concrete, representational, and abstract readiness learning of the students.	Professional Learning	10/17/2013	05/16/2014	\$4125	Title I Part A, IDEA	Math Teachers, GRREC Math Consultant, Instructional Coach and Administrators

Strategy 3:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports to impact highly effective teaching and learning.

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	05/01/2013	06/30/2015	\$3400	Race to the Top	Principal, CIITS District manager, CIITS School Manager, District PD Coordinator, curriculum leads, teachers
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Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	05/15/2015	\$3300	Race to the Top	Teachers, Principals, District CIITS Manager

Strategy 4:

Program Review Immersion - Content area teachers will seek the expert advice of in-house practical living/career studies, arts and humanities and writing/ELA teachers to utilize suggestions and/or resources and how program review criteria can be embedded within their instructional activities to enhance not only their content area, but the program reviews as well. Inviting guest speakers and site visits to businesses as well as involving other stakeholders in the students' education are also intentional.

Activity - Intentional Faculty Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is intentional faculty collaboration within the school and with other stakeholders to embed arts and humanities, practical living/career studies and writing within their own content area instruction to enhance not only program reviews, but also their own subject area.	Professional Learning	08/07/2013	05/15/2015	\$0	No Funding Required	Teachers Principal Counselor

Goal 2: Increase the average composite Explore score from 15.9 to 16.1 for Russell County Middle School by 2014.

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

Measurable Objective 1:

collaborate to increase each College Readiness standard by 0.2 by 05/16/2014 as measured by Explore.

Strategy 1:

College Career Readiness Initiative - A school-wide College Career Readiness initiative that will ensure that Russell County Middle School students will receive specific instruction and exposure to skills that will prepare them for a successful future and enable them to compete in an ever-changing global economy.

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Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Russell County Middle School will host a College Career Readiness Parent Assembly in conjunction with "Operation Preparation."	Parent Involvement	02/18/2014	02/18/2014	\$1000	Title I Part A	Principal; Director of College and Career Readiness
Activity - WIN Learning Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A software based program that enhances College and Career Education through career exploration, real world application of employability skills, and allows them to work toward a career goal within the program.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	Other	Principal; Teachers; Director of College and Career Readiness
Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student at RCMS will complete the grade level required components of the ILP.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers
Activity - Grade Level College and Career Readiness Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will reflect that students at RCMS will be provided a grade level College and Career Readiness class.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; SBDM
Activity - Cambridge Non-Negotiable Skills Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at RCMS will be exposed to the research-based Cambridge curriculum in order to work on interventions and enrichments as identified by Explore Diagnostic Assessment.	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers
Activity - EXPLORE Diagnostic Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Spring, RCMS will implement the EXPLORE Diagnostic Assessment to students to guide instruction and meet the diverse learning needs of all students.	Academic Support Program	02/24/2014	02/28/2014	\$7000	Title I Part A	Principal; Guidance Counselor; Teachers; Instructional Coach
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A week of activities to focus on the importance of advising and providing an opportunity for schools, students, parents, and communities to collaborate in the College and Career Planning process and to provide the students with information and inspiration to become College and Career ready.	Career Preparation/Orientation	03/14/2012	05/15/2015	\$0	No Funding Required	Principal; Guidance Counselor; Teachers; Youth Service Center
Activity - College and Career Readiness PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The College and Career Readiness teachers will meet in PLCs to determine specific interventions and enrichments based on student diagnostic EXPLORE assessments.	Professional Learning	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers
Activity - College Info Road Show/Road Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS students will be provided the opportunity to participate in a KHEAA sponsored activity that allows them to receive the information they need to research, pursue, and succeed in their educational future beyond high school.	Academic Support Program	03/13/2013	05/15/2015	\$0	No Funding Required	Principal; Youth Service Center; Teachers; Counselor
Activity - 21st Century After-School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS students who attend the 21st Century After-School Program will be able to explore career interest inventories through real world application of employability skills.	Career Preparation/Orientation	09/04/2012	05/15/2015	\$1500	Other	Principal; 21st Century District Coordinator; 21st Century School Coordinator; 21st Century Teachers
Activity - EXPLORE Test Question Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine item analysis results from the most recent EXPLORE test and determine the foundational causes of the most frequently missed questions and how to address those deficits within their classroom instruction.	Academic Support Program	01/06/2014	05/16/2014	\$0	No Funding Required	Principal, teachers, counselor
Activity - EXPLORE Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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On September 3rd, 2013, RCMS, along with the District College and Career Readiness Counselor, Robin Rixon, informed parents about the EXPLORE test.	Parent Involvement	09/03/2013	09/03/2013	\$235	Other	Principal, Guidance Counselors, District College and Career Readiness Counselor
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Goal 3: Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

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

Measurable Objective 1:

demonstrate a proficiency by increasing the proficient and distinguished percentage by 5.6% by 05/16/2013 as measured by 2012-2013 K-Prep Assessment.

Strategy 1:

Reading Gap Initiative - In conjunction with the school-wide Literacy Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students with disabilities are progress monitored weekly by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0	No Funding Required	Principal; Special Education Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; General Education Teachers; Special Education Teachers

Activity - Science Literacy Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will Implement literacy skill instruction with the research-based Cambridge curriculum in the science content area to address the needs of the gap group. (i.e. - interpret/analyze charts, graphs, tables, etc.)	Academic Support Program	11/12/2012	05/15/2015	\$0	No Funding Required	Principal; Science Teachers

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Activity - ROC Wednesdays (Reading Our Content)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Wednesday during 1st period, all students will be given the opportunity for content-literacy practice through "ROC" Wednesday. Through a rotation schedule of all content and ENCORE areas, students will read a selected text from a content area and complete a literacy activity to support the schoolwide initiative of increasing content literacy skills.	Direct Instruction	11/06/2013	05/16/2014	\$0	No Funding Required	All content and ENCORE teachers; Administrators

Activity - Social Studies Literacy Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers participated in a GRREC sponsored Social Studies Literacy Cadre to support content area literacy skills through the Literacy Design Collaborative.	Professional Learning	07/29/2013	11/12/2013	\$600	Title I Part A	Principal; Social Studies Teachers

Strategy 2:

Math Gap Initiative - In conjunction with the school-wide Math Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students with disabilities are progress monitored every three weeks by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0	No Funding Required	Principal; Special Education Teachers

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/16/2014	\$0	No Funding Required	Principal; General Education Teachers; Special Education Teachers

Activity - Hiring of .7 Math Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On November 11, 2013, after SBDM application process, a .7 teacher was hired to teach seventh grade math.	Direct Instruction	11/11/2013	05/16/2014	\$29525	Title VI	Principal, SBDM

Activity - Math Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning	06/03/2013	06/30/2015	\$0	Grant Funds	Principal, Sixth Grade Math Teachers

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Strategy 3:

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

Activity - Dental Clinic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at RCMS were provided the opportunity for a free dental screening that included a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns.	Other	11/19/2012	05/16/2014	\$0	No Funding Required	Principal; Youth Service Center; Cumberland Family Medical Mobile Dental Clinic

Activity - Suicide Prevention Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS students were given the opportunity to attend an assembly sponsored by Russell County Partners in Prevention that focused on suicide prevention.	Behavioral Support Program	08/28/2012	05/16/2014	\$0	No Funding Required	Principal; Teachers; Russell County Partners in Prevention; Youth Service Center

Activity - Youth Service Center Student Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Youth Service Center provides a diverse range of services to the students of Russell County Middle School in order to ensure that no barriers exist to impede academic success.	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Principal; Teachers; Youth Service Center

Activity - "On a Roll" Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The "On a Roll" program has been established at RCMS to encourage academic success and appropriate student behavior in which students receive rewards at various times throughout each grading period.	Other	08/08/2012	05/16/2014	\$2500	School Council Funds	Principal; Teachers; Youth Service Center; Russell County Partners in Prevention

Activity - RCMS Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Russell County Middle School will host an event that showcases learning across content areas with student performances, as well as, providing a platform for community stakeholders to be a part of a college and career readiness outreach.	Parent Involvement	03/24/2014	03/24/2014	\$0	No Funding Required	Principal; Teachers; Youth Service Center
Activity - Mentoring Gap Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adult mentors will meet with identified gap students to discuss academic, behavior, and attendance goals.	Academic Support Program	01/06/2014	05/16/2014	\$0	No Funding Required	Principal, All teachers, Counselors
Activity - Schoolwide Discovery Education Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers whose content areas are benchmarked through Discovery Education will analyze reports and use probes and interventions according to standards identified as deficit areas.	Academic Support Program	01/06/2014	05/16/2014	\$5600	General Fund, Title II Part A	Principal, teachers
Activity - Tri-Weekly Reward Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every three weeks, students who meet the pre-determined criteria established for grades and behavior will be allowed to participate in a planned reward activity.	Academic Support Program	11/08/2013	05/16/2014	\$0	No Funding Required	Principal, Teachers
Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers representing all content areas and grade levels, principal, instructional coach and district personnel attended a Data Retreat sponsored by Race to the Top grant to analyze multiple data sources and identify strengths and needs for the school.	Professional Learning	10/28/2013	10/30/2013	\$1575	Race to the Top	Principal, Data Team
Activity - Leader in Me Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development meetings, along with the book study of Leader in Me by Steven Covey, will be attended by classified, certified, and administrative personnel.	Professional Learning	05/28/2014	06/30/2015	\$0	No Funding Required	Principal, Certified and Classified Personnel
Activity - Discovery Education Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers, counselor and instructional coach attended a Discovery Education training concerning the analysis of reports and utilization of interventions provided within the program.	Professional Learning	11/06/2013	11/06/2013	\$2500	Title II Part A	Principal, Content Area Teachers, Counselor, Instructional Coach

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Activity - Discovery Education RTI Webinar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI teachers and curriculum leads will attend a webinar in January of 2014 to understand and implement the RTI components of the program.	Professional Learning	01/02/2014	01/31/2014	\$250	Title II Part A	Principal, RTI teachers and curriculum leads

Activity - Personalized Learning Plan Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, instructional coach and Youth Services Center representative attended a symposium to learn about a personalize learning plan (anytime, anywhere learning) and how to create and implement this for RCMS.	Professional Learning	09/12/2013	06/30/2015	\$75	Other	Principal, Teachers, Instructional Coach, Youth Services Center

Goal 4: Increase the percentage of effective principals (as measured by principal effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

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

Measurable Objective 1:

demonstrate a behavior to achieve a highly effective principal by 06/30/2015 as measured by the Principal Professional Growth and Evaluation System..

Strategy 1:

Principals' PGES - Principals will attend state or GRREC Effective Principals' 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 PGES.

Activity - Principal PGES Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals' PGES trainings: Russell County Middle School principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$350	Title I Part A	Principal

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Effective Principal Practices: Russell County Middle School principal will implement performance standards of PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	Principal

Activity - KLA Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal will attend KLA Trainings with a focus on PGES.	Professional Learning	09/02/2013	05/16/2014	\$350	Title I Part A	Principal
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Goal 5: Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2015.

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

Measurable Objective 1:

collaborate to provide discipline options for the school by 05/15/2015 as measured by the reduction of discipline referrals made to administration as reported through Infinite Campus.

Strategy 1:

Managing Student Conduct - Managing student conduct will allow students and faculty to feel like they learn and work in a safe and secure environment.

Activity - Discipline Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a discipline committee that will gather concerns and issues from all concerned stakeholders (i.e. teachers, staff, and parents) on the current discipline policy for SBDM to consider for approval.	Behavioral Support Program	08/07/2013	05/15/2015	\$0	No Funding Required	Principal; Teachers; Staff; Parents
Activity - Preventative Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration.	Behavioral Support Program	08/07/2013	05/15/2015	\$0	No Funding Required	Principals; Counselors
Activity - Communication of Discipline Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After creating a balanced schoolwide behavior management policy with all stakeholders' issues and concerns considered, procedures and expectations for implementation of the RCMS Discipline Policy will be adopted by SBDM to afford a safe and secure environment. Administrative team will ensure that the revised Discipline Policy is communicated to all concerned stakeholders, including faculty, staff, students, and parents.	Behavioral Support Program	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Faculty and Staff, Parents

Strategy 2:

Maintenance of School Campus - Steps will be established, implemented, and monitored to ensure the cleanliness and maintenance of the school campus to ensure a safe and secure environment.

Activity - School Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administration will review and make appropriate changes to custodial schedule, along with creating a checklist of daily expectations to improve cleanliness and maintenance of school campus to be turned in for documentation, in addition to incidental/spontaneous duties as deemed necessary by school leadership.	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Custodians
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Activity - Monitoring of School Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will monitor school campus (inside/outside) in order to address the concerns, issues, and suggestions of all stakeholders.	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Teachers, Staff, Parents, Students, Custodians

Measurable Objective 2:

collaborate to improve meaningful teacher perspective toward professional development by 05/15/2015 as measured by increasing the results of 2015 TELL Survey by 18% .

Strategy 1:

Professional Development Relevance - Teachers' concerns from the May 2013 TELL Survey will be taken into consideration for improvement to professional development.

Activity - Differentiated Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth. (i.e. PD 360, GRREC, Webinars, & other available trainings)	Professional Learning	08/07/2013	05/15/2015	\$5000	Title I Part A, Other	District PD Coordinator, Principals, Teachers

Activity - Follow-Up/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning	08/07/2013	05/15/2015	\$0	No Funding Required	District PD Coordinator, Principals, Teachers

Measurable Objective 3:

collaborate to ensure that teacher input and leadership is relevant, consistently supported, and recognized in a comfortable, respectful environment with effective feedback by 05/15/2015 as measured by 2014/2015 VAL-ED, 2015 TELL SURVEY, and other teacher surveys (i.e. Survey Monkey, Effective Schools) .

Strategy 1:

Leadership Support - Administration will be open and available to teacher input and offer effective feedback in a timely fashion.

Activity - Forums for Concerns	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Faculty, Staff
Activity - Forums for Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive timely feedback (within 5 days) from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Teachers, Staff
Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive appropriate acknowledgement for accomplishments.	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Teachers, Staff
Activity - Problem-Solving and Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback. (within 5 days with the exception of regularly scheduled/special called SBDM Council meetings.)	Other	08/07/2013	05/15/2015	\$0	No Funding Required	Principals, Teacher, Staff, SBDM Council

Goal 6: Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

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

Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System. .

Strategy 1:

TPGES Trainings - 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 of highly effective standards.

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Effective Teacher Training: Teachers will participate in Lync and on-line 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, principal, District PGES Coordinator

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Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Effective Teacher Practices: As teachers gain new knowledge of 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, principal
Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluating and Guiding Teachers to be Highly Effective: The school principal 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	Principal
Activity - PGES Roll Out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will participate in after-school and content meetings designed to roll out PGES.	Professional Learning	11/21/2013	05/16/2014	\$0	No Funding Required	Principal, all teachers
Activity - PGES Pilot Teacher Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pilot teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure of and expectations for the framework.	Professional Learning	09/02/2013	05/16/2014	\$600	Race to the Top	Principal, PGES Pilot Teachers
Activity - PGES Peer Observers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers participated in a GRREC sponsored training for Peer Observers to support Pilot teachers as they implement the PGES framework.	Professional Learning	08/16/2013	08/30/2013	\$300	Race to the Top	Peer Observer Teachers; Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hiring of .7 Math Teacher	On November 11, 2013, after SBDM application process, a .7 teacher was hired to teach seventh grade math.	Direct Instruction	11/11/2013	05/16/2014	\$29525	Principal, SBDM
Total					\$29525	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Plus	Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning	06/03/2013	06/30/2015	\$0	Principal, Sixth Grade Math Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Professional Development	Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth. (i.e. PD 360, GRREC, Webinars, & other available trainings)	Professional Learning	08/07/2013	05/15/2015	\$4000	District PD Coordinator, Principals, Teachers
EXPLORE Diagnostic Assessment	In the Spring, RCMS will implement the EXPLORE Diagnostic Assessment to students to guide instruction and meet the diverse learning needs of all students.	Academic Support Program	02/24/2014	02/28/2014	\$7000	Principal; Guidance Counselor; Teachers; Instructional Coach

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Release Time PD	Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally and create instructional activities based on concrete, representational, and abstract readiness learning of the students.	Professional Learning	10/17/2013	05/16/2014	\$3375	Math Teachers, GRREC Math Consultant, Instructional Coach and Administrators
Professional Development	Grades 6-8 English Language Arts Teachers along with collaborating special education teachers participated in a two-day Advanced SpringBoard sponsored professional development that focused on meeting the rigorous expectations for reading and writing.	Professional Learning	07/22/2013	07/23/2013	\$5200	Teachers, Instructional Coach, District PD Coordinator, Principal
Social Studies Literacy Cadre	Social Studies teachers participated in a GRREC sponsored Social Studies Literacy Cadre to support content area literacy skills through the Literacy Design Collaborative.	Professional Learning	07/29/2013	11/12/2013	\$600	Principal; Social Studies Teachers
Principal PGES Trainings	Principals' PGES trainings: Russell County Middle School principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$350	Principal
KLA Trainings	Principal will attend KLA Trainings with a focus on PGES.	Professional Learning	09/02/2013	05/16/2014	\$350	Principal
Parent Night	Russell County Middle School will host a College Career Readiness Parent Assembly in conjunction with "Operation Preparation."	Parent Involvement	02/18/2014	02/18/2014	\$1000	Principal; Director of College and Career Readiness
Total					\$21875	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Suicide Prevention Assembly	RCMS students were given the opportunity to attend an assembly sponsored by Russell County Partners in Prevention that focused on suicide prevention.	Behavioral Support Program	08/28/2012	05/16/2014	\$0	Principal; Teachers; Russell County Partners in Prevention; Youth Service Center
ELA Student Mentoring	All ELA teachers will meet with students identified to be within a 20 point range of the next score range level on Discovery Education benchmarking in order to encourage, mentor, and continuously monitor student progress throughout the year.	Academic Support Program	12/02/2013	05/16/2014	\$0	ELA Teachers, Administration

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Highly Effective Teacher Practices	Highly Effective Teacher Practices: As teachers gain new knowledge of 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, principal
Accelerated Math Classes	Accelerated Math classes are scheduled at the middle school and, as applicable, through the Gifted and Talented Program, for students performing above benchmark.	Direct Instruction	08/08/2012	05/15/2015	\$0	Principal; Teachers; Guidance Counselor, Gifted and Talented Teacher
Gifted English and Language Arts Services	Latin I and Latin II are offered during the school day for high school credit for students who are identified as being Gifted and Talented in English and Language Arts.	Academic Support Program	08/08/2012	05/16/2014	\$0	Principal; Gifted and Talented Teacher
Science Literacy Gap	Science teachers will Implement literacy skill instruction with the research-based Cambridge curriculum in the science content area to address the needs of the gap group. (i.e. - interpret/analyze charts, graphs, tables, etc.)	Academic Support Program	11/12/2012	05/15/2015	\$0	Principal; Science Teachers
Common Assessments	Common assessments will be developed congruent to standards and administered in all English and Language Arts classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/15/2015	\$0	Principal; Teachers; Instructional Coach
Leader in Me Professional Development	Professional development meetings, along with the book study of Leader in Me by Steven Covey, will be attended by classified, certified, and administrative personnel.	Professional Learning	05/28/2014	06/30/2015	\$0	Principal, Certified and Classified Personnel
ROC Wednesdays (Reading Our Content)	Every Wednesday during 1st period, all students will be given the opportunity for content-literacy practice through "ROC" Wednesday. Through a rotation schedule of all content and ENCORE areas, students will read a selected text from a content area and complete a literacy activity to support the schoolwide initiative of increasing content literacy skills.	Direct Instruction	11/06/2013	05/16/2014	\$0	All content and ENCORE teachers; Administrators
Dental Clinic	All students at RCMS were provided the opportunity for a free dental screening that included a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns.	Other	11/19/2012	05/16/2014	\$0	Principal; Youth Service Center; Cumberland Family Medical Mobile Dental Clinic
RCMS Student Showcase	Russell County Middle School will host an event that showcases learning across content areas with student performances, as well as, providing a platform for community stakeholders to be a part of a college and career readiness outreach.	Parent Involvement	03/24/2014	03/24/2014	\$0	Principal; Teachers; Youth Service Center

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Differentiating Instruction	Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/16/2014	\$0	Principal; General Education Teachers; Special Education Teachers
Forums for Feedback	Teachers will receive timely feedback (within 5 days) from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/07/2013	05/15/2015	\$0	Principals, Teachers, Staff
Computational Skills	The ECU Automaticity/Fluency Program is implemented to build computational math skills.	Academic Support Program	08/08/2012	05/16/2014	\$0	Principal; Teachers
School-wide Literacy Strategy Implementation	School-wide goal of incorporating literacy strategies across the curriculum to improve reading skills among students.	Direct Instruction	11/12/2012	05/15/2015	\$0	Principal; Teachers; Instructional Coach
Forums for Concerns	Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/07/2013	05/15/2015	\$0	Principals, Faculty, Staff
Evaluating and Guiding Teachers to be Highly Effective	Evaluating and Guiding Teachers to be Highly Effective: The school principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$0	Principal
RTI	Reading Intervention classes are scheduled for students performing below grade level.	Academic Support Program	08/08/2012	05/15/2015	\$0	Principal; Instructional Coach; Teachers
Differentiated Instruction	Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/15/2015	\$0	Principal; General Education Teachers; Special Education Teachers
Operation Preparation	A week of activities to focus on the importance of advising and providing an opportunity for schools, students, parents, and communities to collaborate in the College and Career Planning process and to provide the students with information and inspiration to become College and Career ready.	Career Preparation/Orientation	03/14/2012	05/15/2015	\$0	Principal; Guidance Counselor; Teachers; Youth Service Center
Common Assessments	Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/15/2015	\$0	Principal; Instructional Coach; Teachers

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Teacher Recognition	Teachers will receive appropriate acknowledgement for accomplishments.	Other	08/07/2013	05/15/2015	\$0	Principals, Teachers, Staff
Common Content Planning and PLC Time	Math teachers will be provided daily common content planning time as well as time for Professional Learning Community.	Professional Learning	08/08/2012	05/15/2015	\$0	Principal; Teachers
College Info Road Show/Road Map	RCMS students will be provided the opportunity to participate in a KHEAA sponsored activity that allows them to receive the information they need to research, pursue, and succeed in their educational future beyond high school.	Academic Support Program	03/13/2013	05/15/2015	\$0	Principal; Youth Service Center; Teachers; Counselor
Highly Effective Teacher Training	Highly Effective Teacher Training: Teachers will participate in Lync and on-line district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$0	All teachers, principal, District PGES Coordinator
Tri-Weekly Reward Program	Every three weeks, students who meet the pre-determined criteria established for grades and behavior will be allowed to participate in a planned reward activity.	Academic Support Program	11/08/2013	05/16/2014	\$0	Principal, Teachers
College and Career Readiness PLC	The College and Career Readiness teachers will meet in PLCs to determine specific interventions and enrichments based on student diagnostic EXPLORE assessments.	Professional Learning	08/08/2012	05/15/2015	\$0	Principal; Teachers
Highly Effective Principal Practices	Highly Effective Principal Practices: Russell County Middle School principal will implement performance standards of PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	Principal
IEP Goal Progress Monitoring	Identified students with disabilities are progress monitored weekly by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0	Principal; Special Education Teachers
Grade Level College and Career Readiness Classes	The master schedule will reflect that students at RCMS will be provided a grade level College and Career Readiness class.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	Principal; Teachers; SBDM
IEP Goal Progress Monitoring	Identified students with disabilities are progress monitored every three weeks by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0	Principal; Special Education Teachers
School Leadership	Administration will review and make appropriate changes to custodial schedule, along with creating a checklist of daily expectations to improve cleanliness and maintenance of school campus to be turned in for documentation, in addition to incidental/spontaneous duties as deemed necessary by school leadership.	Other	08/07/2013	05/15/2015	\$0	Principals, Custodians
Common Content Planning and PLC Time	English and Language Arts teachers will be provided daily common content planning time as well as time for Professional Learning Communities.	Professional Learning	08/08/2012	05/15/2015	\$0	Principal; Teachers
Collaborative Math Classes	Collaborative Math classes will include a special education teacher co-teaching with the general education teacher.	Direct Instruction	08/08/2012	05/15/2015	\$0	Principal; Teachers

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English and Language Arts Computer Lab	English and Language Arts students will be provided access to computer labs to supplement and enrich Springboard Curriculum instruction.	Technology	08/08/2012	05/15/2015	\$0	Principal; Teachers; Chief Information Officer
Discipline Committee	Establish a discipline committee that will gather concerns and issues from all concerned stakeholders (i.e. teachers, staff, and parents) on the current discipline policy for SBDM to consider for approval.	Behavioral Support Program	08/07/2013	05/15/2015	\$0	Principal; Teachers; Staff; Parents
Follow-Up/Feedback	Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning	08/07/2013	05/15/2015	\$0	District PD Coordinator, Principals, Teachers
Student Centered Classroom	Math classrooms will move from teacher directed to student directed learning by providing a variety of tools, using open ended tasks, using problem-based instruction, and incorporating formative assessment lessons.	Direct Instruction	10/21/2013	05/16/2014	\$0	MathTeacher s; Administration
Math and Math Lab	The master schedule will reflect that students at Russell County Middle School will be provided with a Math and Math Lab class daily per grade level.	Direct Instruction	08/08/2012	05/15/2015	\$0	Principal; Teachers; SBDM
Intentional Faculty Collaboration	There is intentional faculty collaboration within the school and with other stakeholders to embed arts and humanities, practical living/career studies and writing within their own content area instruction to enhance not only program reviews, but also their own subject area.	Professional Learning	08/07/2013	05/15/2015	\$0	Teachers Principal Counselor
Math Computer Labs	Math students will be provided access to computer labs to implement math curriculum and other supplemental programs like Ten Marks as applicable.	Technology	08/08/2012	05/15/2015	\$0	Principal; Teachers; Chief Information Officer
Cambridge Non-Negotiable Skills Curriculum	Students at RCMS will be exposed to the research-based Cambridge curriculum in order to work on interventions and enrichments as identified by Explore Diagnostic Assessment.	Academic Support Program	08/08/2012	05/15/2015	\$0	Principal; Teachers
Accelerated English and Language Arts classes	Accelerated English and Language Arts classes at the middle school are available for students performing above benchmark.	Direct Instruction	08/08/2012	05/15/2015	\$0	Principal; Teachers; Guidance Counselor: Gifted and Talented Teacher
Preventative Interventions	Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration.	Behavioral Support Program	08/07/2013	05/15/2015	\$0	Principals; Counselors
Mentoring Gap Students	Adult mentors will meet with identified gap students to discuss academic, behavior, and attendance goals.	Academic Support Program	01/06/2014	05/16/2014	\$0	Principal, All teachers, Counselors

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Youth Service Center Student Services	The Youth Service Center provides a diverse range of services to the students of Russell County Middle School in order to ensure that no barriers exist to impede academic success.	Academic Support Program	08/08/2012	05/15/2015	\$0	Principal; Teachers; Youth Service Center
ILP	Every student at RCMS will complete the grade level required components of the ILP.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	Principal; Teachers
PGES Roll Out	Faculty will participate in after-school and content meetings designed to roll out PGES.	Professional Learning	11/21/2013	05/16/2014	\$0	Principal, all teachers
English AND Language Arts Classes	The master schedule will reflect that all students at Russell County Middle School will be provided with two separate English and Language Arts classes daily per grade level.	Direct Instruction	08/08/2012	05/15/2015	\$0	Principal; Teachers; SBDM
Math Intervention	Math intervention classes are available for students performing below grade level.	Academic Support Program	08/08/2012	05/16/2014	\$0	Principal; Teachers
Monitoring of School Campus	School leadership will monitor school campus (inside/outside) in order to address the concerns, issues, and suggestions of all stakeholders.	Other	08/07/2013	05/15/2015	\$0	Principals, Teachers, Staff, Parents, Students, Custodians
Communication of Discipline Policy	After creating a balanced schoolwide behavior management policy with all stakeholders' issues and concerns considered, procedures and expectations for implementation of the RCMS Discipline Policy will be adopted by SBDM to afford a safe and secure environment. Administrative team will ensure that the revised Discipline Policy is communicated to all concerned stakeholders, including faculty, staff, students, and parents.	Behavioral Support Program	08/07/2013	05/15/2015	\$0	Principals, Faculty and Staff, Parents
ROC Wednesday Support Services	ELA teachers will offer support to content teachers who are implementing the school initiative of "ROC" Wednesdays by reviewing text and offering examples of literacy strategies.	Other	11/06/2013	05/16/2014	\$0	ELA Teachers
Problem-Solving and Decision Making	Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback. (within 5 days with the exception of regularly scheduled/special called SBDM Council meetings.)	Other	08/07/2013	05/15/2015	\$0	Principals, Teacher, Staff, SBDM Council
EXPLORE Test Question Analysis	Teachers will examine item analysis results from the most recent EXPLORE test and determine the foundational causes of the most frequently missed questions and how to address those deficits within their classroom instruction.	Academic Support Program	01/06/2014	05/16/2014	\$0	Principal, teachers, counselor
Collaborative English and Language Arts classes	Collaborative English and Language Arts classes will include a special education teacher co-teaching with the general education teacher.	Direct Instruction	08/08/2012	05/15/2015	\$0	Principal; Teachers
Total					\$0	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EXPLORE Parent Night	On September 3rd, 2013, RCMS, along with the District College and Career Readiness Counselor, Robin Rixon, informed parents about the EXPLORE test.	Parent Involvement	09/03/2013	09/03/2013	\$235	Principal, Guidance Counselors, District College and Career Readiness Counselor
Differentiated Professional Development	Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth. (i.e. PD 360, GRREC, Webinars, & other available trainings)	Professional Learning	08/07/2013	05/15/2015	\$1000	District PD Coordinator, Principals, Teachers
21st Century After-School Program	RCMS students who attend the 21st Century After-School Program will be able to explore career interest inventories through real world application of employability skills.	Career Preparation/Orientation	09/04/2012	05/15/2015	\$1500	Principal; 21st Century District Coordinator; 21st Century School Coordinator; 21st Century Teachers
WIN Learning Program	A software based program that enhances College and Career Education through career exploration, real world application of employability skills, and allows them to work toward a career goal within the program.	Career Preparation/Orientation	08/08/2012	05/15/2015	\$0	Principal; Teachers; Director of College and Career Readiness
Personalized Learning Plan Symposium	Teachers, administrators, instructional coach and Youth Services Center representative attended a symposium to learn about a personalized learning plan (anytime, anywhere learning) and how to create and implement this for RCMS.	Professional Learning	09/12/2013	06/30/2015	\$75	Principal, Teachers, Instructional Coach, Youth Services Center
Total					\$2810	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Materials	Research based math and math lab supplemental resources will be provided. (i.e. - ALEKS) in addition to math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Direct Instruction	08/08/2012	05/15/2015	\$750	Principal; Teachers; SBDM

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"On a Roll" Program	The "On a Roll" program has been established at RCMS to encourage academic success and appropriate student behavior in which students receive rewards at various times throughout each grading period.	Other	08/08/2012	05/16/2014	\$2500	Principal; Teachers; Youth Service Center; Russell County Partners in Prevention
Total					\$3250	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Tutoring	After-school tutoring opportunities are provided for students struggling in English and Language Arts.	Tutoring	09/10/2012	04/18/2014	\$2000	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
After-School Tutoring	After-school tutoring opportunities are provided for students struggling in math.	Tutoring	09/10/2012	05/16/2014	\$2000	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
STAR/AR Program	RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels in Fall, Winter, and Spring and are encouraged to read above their lexile level to increase proficiency,	Academic Support Program	08/15/2012	05/15/2015	\$6165	Principal; Teachers; Library Media Specialist; SBDM
Supplemental Materials	Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other research based instructional materials.)	Direct Instruction	08/08/2012	05/15/2015	\$10000	Principal; SBDM; Teachers
Total					\$20165	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Schoolwide Discovery Education Interventions	Teachers whose content areas are benchmarked through Discovery Education will analyze reports and use probes and interventions according to standards identified as deficit areas.	Academic Support Program	01/06/2014	05/16/2014	\$2800	Principal, teachers
Discovery Education RTI Webinar	RTI teachers and curriculum leads will attend a webinar in January of 2014 to understand and implement the RTI components of the program.	Professional Learning	01/02/2014	01/31/2014	\$250	Principal, RTI teachers and curriculum leads
Discovery Education Training	Content area teachers, counselor and instructional coach attended a Discovery Education training concerning the analysis of reports and utilization of interventions provided within the program.	Professional Learning	11/06/2013	11/06/2013	\$2500	Principal, Content Area Teachers, Counselor, Instructional Coach
Total					\$5550	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Schoolwide Discovery Education Interventions	Teachers whose content areas are benchmarked through Discovery Education will analyze reports and use probes and interventions according to standards identified as deficit areas.	Academic Support Program	01/06/2014	05/16/2014	\$2800	Principal, teachers
Total					\$2800	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES Pilot Teacher Cadre	Pilot teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure of and expectations for the framework.	Professional Learning	09/02/2013	05/16/2014	\$600	Principal, PGES Pilot Teachers
PGES Peer Observers	Selected teachers participated in a GRREC sponsored training for Peer Observers to support Pilot teachers as they implement the PGES framework.	Professional Learning	08/16/2013	08/30/2013	\$300	Peer Observer Teachers; Principal
CIITS Implementation	Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	05/15/2015	\$3300	Teachers, Principals, District CIITS Manager

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CIITS Training	Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	05/01/2013	06/30/2015	\$3400	Principal, CIITS District manager, CIITS School Manager, District PD Coordinator, curriculum leads, teachers
Data Retreat	A team of teachers representing all content areas and grade levels, principal, instructional coach and district personnel attended a Data Retreat sponsored by Race to the Top grant to analyze multiple data sources and identify strengths and needs for the school.	Professional Learning	10/28/2013	10/30/2013	\$1575	Principal, Data Team
Total					\$9175	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Release Time PD	Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally and create instructional activities based on concrete, representational, and abstract readiness learning of the students.	Professional Learning	10/17/2013	05/16/2014	\$750	Math Teachers, GRREC Math Consultant, Instructional Coach and Administrators
Total					\$750	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.		As evidenced by our 2012-2013 K-Prep School Report Card, RCMS students increased the averaged combined Reading and Math proficient scores to 52%.	December 04, 2013	Mrs. Melissa K McFall
Objective	demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.	Met	According to 2012/2013 K-Prep School Report Card, the objective to demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 was met.	December 04, 2013	Mrs. Melissa K McFall
Strategy	Literacy Initiative		After our November 1, 2013 Data Analysis Professional Development, content-area literacy was identified as a continued primary concern for RCMS.	December 04, 2013	Mrs. Melissa K McFall
Strategy	CIITS		With our district initiative, teachers are incorporating lesson plans and assessments in CIITS.	December 04, 2013	Mrs. Melissa K McFall
Strategy	Math Initiative		Due to analysis of K-Prep data for current student population of RCMS, math teachers have been engaging in GRECC trainings with a math specialist whose focus is developing a student-centered classroom.	December 04, 2013	Mrs. Melissa K McFall
Activity	Math Intervention	In Progress	Math resource classes are evidenced in the 2012-13 master schedule and class rosters Infinite Campus.	April 15, 2013	Doug Holmes
Activity	Accelerated English and Language Arts classes	In Progress	Accelerated ELA classes are evidenced in the 2012-13 master schedule and class rosters in Infinite Campus show those enrolled in high school courses.	April 15, 2013	Doug Holmes
Activity	After-School Tutoring	In Progress	After school tutoring began September 4, 2012 and has continued all year as evidenced by daily student sign in sheets from ESS and 21st Century.	April 15, 2013	Michael A Ford
Activity	English AND Language Arts Classes	In Progress	Evidenced by the 2012-13 master schedule.	April 15, 2013	Doug Holmes
Activity	Common Content Planning and PLC Time	In Progress	Common content planning is evidenced in the 2012-13 master schedule. PLCs are evidenced by agendas, minutes, and sign-ins turned in to the principal.	April 15, 2013	Doug Holmes
Activity	Math and Math Lab	In Progress	Approximately 90% of students have access to a Math class and a Math lab class daily as evidenced by class rosters in Infinite Campus and the 2012-13 master schedule.	April 15, 2013	Doug Holmes
Activity	Common Assessments	In Progress	Second semester common assessments were given March 18-22 as evidenced by a schedule that was emailed to teachers on 03/17/13, student answer booklets, and teacher scoring and analysis.	April 15, 2013	Doug Holmes

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Activity	Collaborative Math Classes	In Progress	The 2012-13 master schedule shows evidence of a regular and special ed teacher.	April 15, 2013	Doug Holmes
Activity	Common Content Planning and PLC Time	In Progress	Common content planning is evidenced in the 2012-13 master schedule. PLCs are evidenced by agendas, minutes, and sign-ins turned in to the principal.	April 15, 2013	Doug Holmes
Activity	Supplemental Materials	In Progress	The supplemental materials for Math and Math lab were purchased with SEEK funds.	April 15, 2013	Doug Holmes
Activity	English and Language Arts Computer Lab	Completed	The ELA has a computer lab to enrich and supplement the Springboard curriculum for 2012-13.	April 15, 2013	Doug Holmes
Activity	Collaborative English and Language Arts classes	In Progress	The 2012-13 master schedule shows evidence of a regular and special ed teacher.	April 15, 2013	Doug Holmes
Activity	CIITS Implementation	In Progress	September 7, 2012 teachers increased CIITS Lesson Planner implementation by adding steps (practicing) 3-5 in their CIITS lesson planning as evidenced by CIITS.	April 15, 2013	Michael A Ford
Activity	CIITS Implementation	In Progress	August 31, 2012 teachers began partial implementation of CIITS lesson plans by completing steps 1 & 2 of the CIITS lesson planner for current lesson implementation. Evidence is documented in CIITS.	April 15, 2013	Michael A Ford
Activity	CIITS Implementation	In Progress	On February 15, 2013, Russell County Middle School teachers 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	Math Computer Labs	Completed	There are five classrooms equipped with computers for students to conduct online Math curriculum (DIGITS). N-computing hardware is utilized to make numerous student workstations.	April 15, 2013	Doug Holmes
Activity	Accelerated Math Classes	In Progress	Accelerated Math classes are evidenced in the 2012-13 master schedule and class rosters in Infinite Campus show those enrolled in high school courses.	April 15, 2013	Doug Holmes
Activity	Gifted English and Language Arts Services	In Progress	Latin I and II classes are evidenced in the 2012-13 master schedule and class rosters in Infinite Campus show those enrolled. Student success is shown through the results of the International Latin Exam.	April 15, 2013	Doug Holmes
Activity	Supplemental Materials	In Progress	The supplemental materials for ELA were purchased with SEEK and school activity funds according to POs.	April 15, 2013	Doug Holmes
Activity	RTI	In Progress	Evidenced by the 2012-13 master schedule, as well as, Infinite Campus rosters and data from AIMSweb program.	April 15, 2013	Doug Holmes
Activity	Computational Skills	In Progress	As evidenced in lesson plans, the ECU fluency program is incorporated as a daily bellringer. Students self-monitor their progress and continually build computational math skills.	April 15, 2013	Doug Holmes
Activity	After-School Tutoring	In Progress	After school tutoring began September 4, 2012 and has continued all year as evidenced by daily student sign in sheets from ESS and 21st Century.	April 15, 2013	Michael A Ford
Activity	CIITS Training	In Progress	On August 30, 2012, the school principal conducted a follow-up meeting for all Russell County Middle teachers during common content level planning times on initiating partial implementation of the and CIITS lesson planner. He fielded questions. This is evidenced by school sign in sheets.	April 15, 2013	Michael A Ford

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Activity	CIITS Training	In Progress	On August 22, 2012, the District CIITS Manager provided training for all Russell County Middle teachers during common content level planning times on learning to use the CIITS lesson planner as evidenced by school sign in sheets.	April 15, 2013	Michael A Ford
Activity	CIITS Training	In Progress	Feb. 15, 2013, teachers participated in CIITS assessment building and PD 360 District training as evidenced by teacher reflections and district/school sign-in records.	April 15, 2013	Michael A Ford
Activity	School-wide Literacy Strategy Implementation	In Progress	Incorporation of literacy strategies across the curriculum is an on-going process as evidenced in Professional Growth Plans, lesson plans, and teacher-evidenced binders.	April 15, 2013	Doug Holmes
Activity	STAR/AR Program	In Progress	As evidenced by Fall, Winter, and Spring progress monitoring in student growth in reading.	April 15, 2013	Doug Holmes
Activity	Common Assessments	In Progress	Second semester common assessments were given March 18-22 as evidenced by a schedule that was emailed to teachers on 03/17/13, student answer booklets, and teacher scoring and analysis.	April 15, 2013	Michael A Ford
Goal	Increase the average composite Explore score from 15.9 to 16.1 for Russell County Middle School by 2014.		Unfortunately, RCMS did not meet the Explore goal of 16.1; our composite score dropped to 15.5 instead.	November 25, 2013	Mrs. Melissa K McFall
Objective	collaborate to increase each College Readiness standard by 0.2 by 05/16/2014 as measured by Explore.	Not Met	As evidenced by our 2013/2014 EXPLORE Profile Summary Report, RCMS students did not increase in each category by .2.	December 04, 2013	Mrs. Melissa K McFall
Strategy	College Career Readiness Initiative		RCMS is continuing our current College and Career Readiness strategies since they were proven successful by the 5.9 increase in CCR according to the school report card. However, since RCMS students did not meet the overall CCR goal, additional activities will be incorporated to allow students to achieve success.	December 04, 2013	Mrs. Melissa K McFall
Activity	Operation Preparation	Completed	On March 13, students were given tours of RCHS and Lake Cumberland Area Technology Center as well as listened to guest speakers about career skills.	April 15, 2013	Doug Holmes
Activity	College and Career Readiness PLC	In Progress	As evidenced by PLC agenda, minutes, and sign in (turned in to principal) that reflected interventions and enrichment to be utilized in class.	April 15, 2013	Doug Holmes
Activity	Cambridge Non-Negotiable Skills Curriculum	In Progress	Based on purchase orders and SBDM minutes (2012), the Cambridge curriculum was purchased and adopted. The Cambridge curriculum is implemented in CCR classes as evidenced by teacher lesson plans.	April 15, 2013	Doug Holmes
Activity	Grade Level College and Career Readiness Classes	In Progress	As evidenced by the 2012-13 master schedule and class rosters within Infinite Campus. Students at RCMS have a grade level college and career readiness class.	April 15, 2013	Doug Holmes
Activity	EXPLORE Diagnostic Assessment	Completed	The EXPLORE Diagnostic Assessment was conducted on March 13 and 14 for grades 6, 7, and 8 as evidenced by Title I purchase order, assessment schedule, assessment data results/reports.	April 15, 2013	Michael A Ford
Activity	21st Century After-School Program	In Progress	Various after-school sessions will continue to be offered to allow students to explore career interests as evidenced by monthly activity calendar and sign in sheets.	April 15, 2013	Doug Holmes

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Activity	College Info Road Show/Road Map	Not Completed	Activity was attempted to be scheduled for March 25 and 26; however, there were no openings available. Therefore, an alternative program, Your Map to College, was provided for all 7th and 8th grade students.	April 15, 2013	Doug Holmes
Activity	Parent Night	Completed	Parent night was conducted on 03/19/13 as evidenced by agenda and parent sign in sheets.	April 15, 2013	Doug Holmes
Activity	ILP	In Progress	As evidenced by CCR teacher lesson plans and ILP report.	April 15, 2013	Doug Holmes
Activity	WIN Learning Program	In Progress	Program was initiated this school year and continues to be utilized as evidenced by CCR teacher lesson plans and binders. CCR teacher continues to attend training sessions.	April 15, 2013	Doug Holmes
Goal	Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.		According to the 2012/2013 K-Prep School Report Card, our averaged combined Reading and Math Proficiency ratings for all students in the non-duplicated gap group dropped from 40.2% to 39.9%.	December 04, 2013	Mrs. Melissa K McFall
Objective	demonstrate a proficiency by increasing the proficient and distinguished percentage by 5.6% by 05/16/2013 as measured by 2012-2013 K-Prep Assessment.	Not Met	According to the K-Prep School Report Card, the goal of increasing proficiency by 5.6% was not met; the proficiency level decreased by .3%.	December 04, 2013	Mrs. Melissa K McFall
Strategy	Reading Gap Initiative		As evidenced by the increase in Reading scores in the K-Prep School Report Card, the research-based, specialized instruction will continue for targeted students.	December 04, 2013	Mrs. Melissa K McFall
Strategy	Math Gap Initiative		After the November 1st, 2013 Data Analysis Professional Development, it was evident that a more focused math intervention was needed to enable student math achievement. We are in the pre-planning stages of adding a Math Enrichment class to the RCMS Master Schedule.	December 04, 2013	Mrs. Melissa K McFall
Strategy	School-Wide Gap Initiative		As evidenced by our November 1st, 2013 Data Retreat Professional Development, school culture including non-academic factors was identified as a primary concern; therefore, we will continue the successful activities and add new ones to further work towards meeting this goal.	December 04, 2013	Mrs. Melissa K McFall
Activity	IEP Goal Progress Monitoring	In Progress	As evidenced by data in student IEP folders, weekly progress monitoring of IEP goals are continuing.	September 27, 2013	Mrs. Melissa K McFall
Activity	IEP Goal Progress Monitoring	In Progress	As evidenced by AIMSweb data in student IEP folders. Student data can be accessed in AIMSweb.	April 15, 2013	Doug Holmes
Activity	"On a Roll" Program	In Progress	The "On a Roll" program continues to occur each grading period. Students are rewarded to encourage academic success and appropriate behavior. Rosters of students meeting this pre-determined criteria are documented.	December 05, 2013	Mrs. Melissa K McFall
Activity	"On a Roll" Program	In Progress	As evidenced by pre-determined criteria, students are rewarded quarterly to encourage academic success. Rosters of students meeting the criteria are available.	April 15, 2013	Doug Holmes

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Activity	RCMS Student Showcase	In Progress	A tentative date in the Spring for the RCMS Student Showcase will be set.	September 27, 2013	Mrs. Melissa K McFall
Activity	RCMS Student Showcase	Completed	On March 11, 2013, the RCMS student showcase occurred as evidenced by student/parent sign ins and program of events.	April 15, 2013	Doug Holmes
Activity	IEP Goal Progress Monitoring	In Progress	As evidenced by data in student IEP folders, progress monitoring continues every three weeks.	September 27, 2013	Mrs. Melissa K McFall
Activity	IEP Goal Progress Monitoring	In Progress	As evidenced by AIMSweb data in student IEP folders. Student data can be accessed in AIMSweb.	April 15, 2013	Doug Holmes
Activity	Differentiating Instruction	In Progress	As evidenced by teacher lesson plans in CIITS and student work samples in teacher binders.	September 27, 2013	Mrs. Melissa K McFall
Activity	Differentiating Instruction	In Progress	As evidenced by teacher lesson plans in CIITS and student work samples in teacher binders.	April 15, 2013	Doug Holmes
Activity	Dental Clinic	In Progress	As evidenced by parent permission letter sent home in Open House packets sent home at the beginning of 2013-2014 school year, clinic will be held for 6th grade in the last week of October and 7th/8th grade in the last two weeks of November.	September 27, 2013	Mrs. Melissa K McFall
Activity	Dental Clinic	Completed	As evidenced by parent permission letter on or about November 19 and follow up on March 21.	April 15, 2013	Doug Holmes
Activity	Suicide Prevention Assembly	Completed	On September 25, 2013, Russell County Partners in Prevention sponsored a suicide prevention assembly for all 6th, 7th, and 8th grade students.	September 27, 2013	Mrs. Melissa K McFall
Activity	Suicide Prevention Assembly	Completed	On August 28, 2012, Russell County Partners in Prevention sponsored a suicide prevention assembly for all 7th and 8th students.	April 15, 2013	Doug Holmes
Activity	Youth Service Center Student Services	In Progress	As evidenced by YSC's log (daily), they provide a diverse range of services to reduce barriers that impede academic success.	September 27, 2013	Mrs. Melissa K McFall
Activity	Youth Service Center Student Services	In Progress	As evidenced by YSC's log (daily), they provide a diverse range of services to reduce barriers that impede academic success.	April 15, 2013	Doug Holmes
Activity	Differentiated Instruction	In Progress	As evidenced by teacher lesson plans in CIITS and student work samples in teacher binders.	September 27, 2013	Mrs. Melissa K McFall
Activity	Differentiated Instruction	In Progress	As evidenced by teacher lesson plans in CIITS and student work samples in teacher binders.	April 15, 2013	Doug Holmes
Activity	Science Literacy Gap	In Progress	As evidenced by CIITS lesson plans, teachers show the implementation of literacy skill instruction.	September 27, 2013	Mrs. Melissa K McFall
Activity	Science Literacy Gap	In Progress	As evidenced by PLC agenda, minutes, and sign in showing incorporation of Cambridge curriculum; teacher lesson plans show the implementation of literacy skill instruction.	April 15, 2013	Doug Holmes

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 Middle School was 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, EXPLORE Test Results, Discovery Education Benchmarking, and Tell Survey Results. Utilizing a five step process learned from this retreat, the teachers and administrators then returned to their schools and held a professional development day on November 1st to engage in this process. Upon the conclusion of this day, the school identified two areas of primary concern that included content-area literacy and improving school culture for the benefit of both students and faculty. The consensus was that addressing these areas immediately, would be excellent first steps in not only closing the achievement gap amongst our students, but in solidifying student success across the board.

Digging deeper into the data, at first glance, it was discouraging to see that our overall K-Prep scores fell from 58.0 to 54.8 when faculty and students had worked diligently to make improvements and close the existing gaps. However, analyzing all the data available made bright spots began to emerge within our feelings of discouragement. EXPLORE data indicated to us that 50.9% of our students met benchmark in all tested content areas (math, reading, English, science). This percentage is 3.7% higher than that of the state's data. This score also correlated with our overall 5.9 point increase in College and Career Readiness. Despite not reaching our goal of raising our overall average composite score to 16.1, realizing that our students still performed at a level that surpassed the average composite score of the state allowed us to know that the strategies we had in place were effective. However, we still need to have a more intentional focus on providing the needed interventions for our students with an effective progress monitoring system in place.

As our analysis continued, again, even though we were discouraged by the decrease in our overall K-Prep scores, we were able to acknowledge that the achievement in math, reading, and social studies did increase. We feel that this success was due to all students being enrolled in two math classes and a separate reading and English class, which improved overall literacy skills. In Social Studies, the teachers are striving to teach and assess standards to congruency for all. Other identified students also received Tier II interventions in an enrichment course. Additionally, co-teaching is occurring to close the achievement gaps in all content areas. We realize that a more strategic focus is needed to reduce novice in all content areas.

In order to reach the goal of reducing novice scores, Discovery Education is being utilized in all core content areas. This continual benchmarking and intervention resource will provide immediate feedback to teachers and students in order to help facilitate resources to scaffold instruction and build skills that will lead to student mastery of standards.

After analyzing the TELL Survey results, it was evident that our faculty had major concerns with the issue of managing negative student behavior/conduct and a decrease in overall teacher morale. After taking a closer look, we agreed that there was a definitive need for a proactive and balanced behavior intervention system. This system would include student expectations that would be clearly communicated to parents, students, teachers, faculty, and staff to be knowledgeable of and consistently enforced. In regards to teacher morale, we feel that the behavior intervention system along with personal recognition of accomplishments by administration will serve as first steps to achieving an improved school culture.

According to Assist Surveys that were administered to parents, faculty, and students, Russell County Middle School is striving to meet the unique needs of all students, parents, and stakeholders. On a scale of 0-5, Russell County Middle School scored consistently in the 3.0-4.25 range amongst all the survey results. An average rating of 3.5 across the board from all surveys administered to parents, faculty, and students identified that teachers engage their students to ensure achievement of learning expectations, which is evidenced by the posting of all standards to be taught each grading period for every content area on the school's website. Also according to survey results, the school keeps families informed of their children's learning progress as evidenced through the distribution of progress reports every three weeks, a

Comprehensive School Improvement Plan

Russell County Middle School

report card at the end of each nine weeks, and continual access to Parent Portal via Infinite Campus throughout the school year. Additionally, the survey results clearly supports the fact that the school provides and coordinates learning support services to meet the unique learning needs of all students not only throughout the school day with enrichment classes and Tier I interventions, but also with after school programs such as 21st Century and Extended School Services. Finally, the surveys further indicated that the school engages in a continuous process to determine verifiable improvement in student learning including readiness for and success at the next level which is evidenced by the use of Discovery Education and the creation of grade level content area common assessments.

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?

Russell County Middle School has many areas of strength to be proud of. According to the most recent K-Prep School Report Card, our combined reading and math growth point total was 56.8. In the category of accountability, our achievement scores in reading increased by 5.6 points, math by 2.2 points, and in social studies by .7 point. Also, in the Next-Generation Learners category, our College and Career Readiness scores rose by 5.9 points. Additionally, according to EXPLORE Test results, our students scored above the state's averages of students meeting benchmark in English and Reading. We feel that this student achievement is directly correlated to our school's focus on literacy, our high average daily attendance rate of 95.2%, and that 100% of our faculty is highly qualified to teach within their content areas. 60% of our teachers have a Rank I, 31.4% teachers have a Master's Degree, and the average number of years of teaching experience within our faculty is 12.7. Teachers also meet quarterly throughout the school year to create common assessments and align curriculum to standards to help ensure all students are college and career ready.

When looking at the EXPLORE data, the results indicated that 50.9% of our students met benchmark in all tested content areas (math, reading, English, science). This percentage is 3.7% higher than that of the state's data. This score also correlated with our overall 5.9 point increase in College and Career Readiness. After analyzing the data, we feel that many factors contributed to this success. Our focus in College and Career Readiness classes, the administering of the practice EXPLORE diagnostics and the follow-up of interventions with the research-based Cambridge curriculum along with the multiple activities during "Operation Preparation" have all led to this contribution of student growth.

As a way to help improve the learning environment, Russell County Middle School developed a newly revised Safe School Plan that includes a separate Emergency Procedure Handbook for each teacher to have within their classroom. Lockdown procedures are practiced twice per school year. First responders continually make site visits to the school buildings and grounds to have stakeholder input.

Russell County Middle School students are also successful outside of the classroom. Each year our 8th grade students are invited to participate in Somerset Community College's GEMS & G2-TECS program. This program is designed to introduce students to careers that are primarily focused within the math and science fields. It is a competitive application process and each year a number of students are selected to participate based on their GPA and essay responses.

Russell County Middle School is also proud of our Y-Club, which is a club devoted to service to the community and raising awareness to local and global issues. Each year, Y-Club attends the Kentucky Youth Assembly (KYA) and Kentucky United Nations Assembly (KUNA). These events allow the club to highlight their work on oral debate, bill writing, election processes, and the creation of a global village. Many parents and community stakeholders are involved with helping make Y-Club a success by participating in fundraisers, acting as mentors, and helping with the creation and construction of the global village props.

Assist Surveys administered to parents, faculty, and students indicated that Russell County Middle School is continuing to move forward in their efforts to make all students college and career ready with a strong focus on curriculum that keeps students engaged and aligned with standards. RCMS offers many opportunities to continually assess students in order to provide interventions for those whose individual needs require scaffolded instruction. Furthermore, there are many means of communication to parents concerning their students' progress towards mastery of standards.

Opportunities for Improvement

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

Russell County Middle School identified as a primary area of concern and a clear area of improvement to be literacy skills, specifically in the content areas. As a result, a new initiative in content-area literacy has begun at RCMS. Every Wednesday is known as "ROC" (Reading Our Content) Wednesday. During the first ten minutes of first period, all students in all three grade levels participate in a specifically chosen content reading piece that addresses different literacy strategies each week. It has also been requested that training take place addressing the usage of literacy strategies across the content areas to refine skills for some and introduce and/or elaborate on skills for newer faculty members.

Although we have used walkthrough data to intentionally focus on student engagement (3C) with an emphasis on utilizing the John Antonetti rubric to analyze student tasks and are following up with (2B) that deals with establishing a culture for learning and setting student expectations which will lead into the work of further developing the proactive behavior intervention system, Russell County Middle School needs to continue the rollout of PGES (Professional Growth Effectiveness System). Understanding the components of and the expectations for each domain of the framework will lead to improved teacher effectiveness in the classroom which will result in meeting the needs of the next-generation learners.

As a result of the Data Retreat and analyzing multiple sources of data, it became evident that the gap group needed to be prioritized not only in regards to academics, but also in relation to non-academic factors such as behavior and attendance. Therefore, our counselor is compiling a list of students from all grade levels that fit into this category. The goal is to progress monitor our gap students on a regular basis for academics, behavior, and attendance, thus building a relationship with the student and helping him/her know that someone cares about them and what they do each day at school is important.

In order to support our students on their journey of becoming college and career ready, Russell County School District has established district initiatives that will better align curriculum, address the more rigorous standards of Common Core, and provide opportunities for the creation of common assessments that align to those standards we expect our students to master. Every content area will meet quarterly to create common assessments, create curriculum maps with a pacing guide, essential questions, and teaching strategies, complete CIITS lesson plans, and identify standards to be taught for each grading period. This district initiative will help ensure that all teachers are aligned within the content areas and that student engagement, along with mastery of standards, remain a priority.

Conclusion

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

Russell County Middle School is proud of its many achievements, but also acknowledges that there are many opportunities that will provide us with the ability to foster a whole-child learning environment and better prepare our students for life after high school. We are working toward our school's primary area of concern, which is content-area literacy through school wide literacy activities and are requesting additional training. We are also currently addressing teacher morale and improving school culture for both teachers and students. We feel that these areas will continue to improve and instill not only a strong sense of LAKER pride, but also prepare the students of Russell County Middle School to be College and Career Ready.

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Preschool is not a part of the middle school program.	

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		

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.	Yes		

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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.	Yes		

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.	Yes		

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.	Yes		

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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.	Yes		

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.	Yes		

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.	Yes		

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.	Yes		

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		

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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.	Yes		

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	Is available on district website http://www.russell.k12.ky.us/content_page2.aspx?cid=76 and will be made available on school website when complete.	

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	Yes	This has only happened when a teacher has been out on maternity leave or for an extended illness.	

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.	Yes		

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		

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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.	Yes		

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the proficient and distinguished percentage by 5.6% by 05/16/2013 as measured by 2012-2013 K-Prep Assessment.

Strategy1:

Reading Gap Initiative - In conjunction with the school-wide Literacy Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

Activity - Science Literacy Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement literacy skill instruction according to research-based curriculum within the Science content area to address the needs of the gap group. (i.e. - interpret/analyze charts, graphs, tables, etc.)	Academic Support Program	11/12/2012	05/16/2014	\$0 - No Funding Required	Principal; Science Teachers

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored weekly by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0 - No Funding Required	Principal; Special Education Teachers

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Activity - ROC Wednesdays (Reading Our Content)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every Wednesday during 1st period, all students will be given the opportunity for content-literacy practice through "ROC" Wednesday. Through a rotation schedule of all content and ENCORE areas, students will read a selected text from a content area and complete a literacy activity to support the schoolwide initiative of increasing content literacy skills.	Direct Instruction	11/06/2013	05/16/2014	\$0 - No Funding Required	All content and ENCORE teachers; Administrators

Strategy2:

School-Wide Gap Initiative - The school-wide gap initiative will address non-academic factors that impact student achievement, such as social, emotional, and health needs, as well as school safety and discipline strategies.

Research Cited:

Activity - Schoolwide Discovery Education Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers whose content areas are benchmarked through Discovery Education will analyze reports and use probes and interventions according to standards identified as deficit areas.	Academic Support Program	01/06/2014	05/16/2014	\$0 - No Funding Required	Principal, teachers

Activity - Mentoring Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adult mentors will meet with identified gap students to discuss academic, behavior, and attendance goals.	Academic Support Program	01/06/2014	05/16/2014	\$0 - No Funding Required	Principal, All teachers, Counselors

Strategy3:

Math Gap Initiative - In conjunction with the school-wide Math Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Research Cited:

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored every three weeks by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0 - No Funding Required	Principal; Special Education Teachers

Narrative:

Needs assessment covers whole school. What data sources did the school use to plan the schoolwide program? What needs did the data
SY 2013-2014

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identify? What specific grade levels and/or content areas were identified as a priority? What achievement gaps were identified?

- 2012-13 School Report Card, K-PREP, EXPLORE, Discovery Education, TELL & Assist Surveys
- Increase proficient and distinguished and decrease novice in all achievement areas - Content-Area Literacy, Student Conduct and School Culture
- Grades 7 and 8 Reading, Math, Science
- Disabled, Free/Reduced Lunch and all gap students

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Collaborative Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative Math classes will include a Special Education teacher co-teaching with the General Education teacher.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Prinicpal; Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments in all Math classes will be administered in order to identify gaps in student learning.	Academic Support Program	03/18/2013	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Strategy2:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports to impact highly effective teaching and learning.

Research Cited:

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Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$3300 - Race to the Top	Teachers, Principals, District CIITS Manager

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	05/01/2013	06/30/2015	\$3400 - Race to the Top	Principal, CIITS District manager, CIITS School Manager, District PD Coordinator, curriculum leads, teachers

Strategy3:

Literacy Initiative - A school wide literacy initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided separate Reading and Writing instruction to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the literacy initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Collaborative English and Language Arts classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative English and Language Arts classes will include Special Education teacher co-teaching with the General Education teacher.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments in all English and Language Arts classes will be administered in order to identify gaps in student learning.	Academic Support Program	03/18/2013	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor

Goal 2:

Increase the average composite Explore score from 15.9 to 16.1 for Russell County Middle School by 2014.

Measurable Objective 1:

collaborate to increase each College Readiness standard by 0.2 by 05/16/2014 as measured by Explore.

Strategy1:

College Career Readiness Initiative - A school-wide College Career Readiness initiative that will ensure that Russell County Middle School

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students will receive specific instruction and exposure to skills that will prepare them for a successful future and enable them to compete in an ever-changing global economy.

Research Cited:

Activity - Cambridge Non-Negotiable Skills Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at RCMS will be exposed to the research-based Cambridge curriculum in order to work on interventions and enrichments as identified by Explore Diagnostic Assessment.	Academic Support Program	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Goal 3:

Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the proficient and distinguished percentage by 5.6% by 05/16/2013 as measured by 2012-2013 K-Prep Assessment.

Strategy1:

Math Gap Initiative - In conjunction with the school-wide Math Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Research Cited:

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored every three weeks by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0 - No Funding Required	Principal; Special Education Teachers

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

Strategy2:

School-Wide Gap Initiative - The school-wide gap initiative will address non-academic factors that impact student achievement, such as social, emotional, and health needs, as well as school safety and discipline strategies.

Research Cited:

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Activity - Schoolwide Discovery Education Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers whose content areas are benchmarked through Discovery Education will analyze reports and use probes and interventions according to standards identified as deficit areas.	Academic Support Program	01/06/2014	05/16/2014	\$0 - No Funding Required	Principal, teachers

Activity - Mentoring Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adult mentors will meet with identified gap students to discuss academic, behavior, and attendance goals.	Academic Support Program	01/06/2014	05/16/2014	\$0 - No Funding Required	Principal, All teachers, Counselors

Strategy3:

Reading Gap Initiative - In conjunction with the school-wide Literacy Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Research Cited:

Activity - Science Literacy Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement literacy skill instruction according to research-based curriculum within the Science content area to address the needs of the gap group. (i.e. - interpret/analyze charts, graphs, tables, etc.)	Academic Support Program	11/12/2012	05/16/2014	\$0 - No Funding Required	Principal; Science Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored weekly by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0 - No Funding Required	Principal; Special Education Teachers

Activity - ROC Wednesdays (Reading Our Content)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every Wednesday during 1st period, all students will be given the opportunity for content-literacy practice through "ROC" Wednesday. Through a rotation schedule of all content and ENCORE areas, students will read a selected text from a content area and complete a literacy activity to support the schoolwide initiative of increasing content literacy skills.	Direct Instruction	11/06/2013	05/16/2014	\$0 - No Funding Required	All content and ENCORE teachers; Administrators

Narrative:

Schoolwide reform strategies. What strategies, based on scientific research, will all teachers and paraeducators use? What is the program design and how is it correlated with the common core state standards? How does the program increase the amount and quality of learning time? How will the achievement gap be eliminated between various groups of students, including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible? How will the special needs of low achieving students be met? Was the schoolwide plan implemented as written? Were the strategies effective in increasing student achievement? Did student achievement meet the goals established in the plan?

- School-wide Literacy Initiatives (ex. Graphic Organizers, Three Types of Writing, Frayer Model, etc.)
- Teachers utilize the CIITS lesson planner and unit/lesson evidence binders with student work samples along with the common core state standards. Also, teachers are creating grade level content area curriculum/pacing guides and common assessments congruent to standards.
- CIITS and Discovery Education, along with common content planning time, professional learning communities and flex professional development across grade levels, allow for vertical and horizontal alignment and congruency to standards.
- All students are exposed to core curriculum and with universal screenings and other test results from K-PREP, EXPLORE, research-based interventions through Discovery Education and Cambridge Educational Services are available to at-risk students
- Collaboration and co-teaching are used to expose all special needs students to curriculum and accommodations are provided according to IEP to assist students to reach success. Other interventions are provided as needed based on universal screenings and other analysis of tests.
- Most strategies have been fully implemented, however, some have been partially implemented due to lack of resources and continuing professional development to teachers.
- Yes
- 7th grade students who earned a Proficient or Distinguished in Reading were 3.8% above the state's average. Also, both 7th and 8th grade students scored above the state's average in Math with the 7th grade scoring 3.1% above and 8th grade scoring 6.3% above.

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Collaborative Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative Math classes will include a Special Education teacher co-teaching with the General Education teacher.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Prinicpal; Teachers

Strategy2:

Literacy Initiative - A school wide literacy initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided separate Reading and Writing instruction to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the literacy initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Collaborative English and Language Arts classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative English and Language Arts classes will include Special Education teacher co-teaching with the General Education teacher.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Narrative:

Instruction by highly qualified teachers. Are all teachers highly qualified before being hired? Are all teachers certified in fields in which they are teaching? If not, what steps are being taken to ensure that all teachers are highly qualified? What is the educational background of

paraeducators? What steps are being taken to ensure that new paraeducators meet the educational requirements before they are hired?

- Yes
- Yes (See LEAD Document)
- Some have college hours and others have passed the Russell County Board of Education Instructional Assistants Competency Exam.
- The current steps of requiring paraeducators to have two years of college or pass an instructional assistants competency exam will be continued.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports to impact highly effective teaching and learning.

Research Cited:

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$3300 - Race to the Top	Teachers, Principals, District CIITS Manager

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	05/01/2013	06/30/2015	\$3400 - Race to the Top	Principal, CIITS District manager, CIITS School Manager, District PD Coordinator, curriculum leads, teachers

Strategy2:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Research Cited:

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Activity - Release Time PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally and create instructional activities based on concrete, representational, and abstract readiness learning of the students.	Professional Learning	10/21/2013	05/16/2014	\$5000 - Title I Part A	Math Teachers, GRREC Math Consultant, and Administrators

Goal 2:

Increase the percentage of effective principals (as measured by principal effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

Measurable Objective 1:

demonstrate a behavior to achieve a highly effective principal by 06/30/2015 as measured by the Principal Professional Growth and Evaluation System..

Strategy1:

Principals' PGES - Principals will attend state or GRREC Effective Principals' 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 PGES.

Research Cited:

Activity - Principal PGES Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals' PGES trainings: Russell County Middle School principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$250 - Other	Principal

Activity - KLA Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will attend KLA Trainings with a focus on PGES.	Professional Learning	09/02/2013	05/16/2014	\$0 - No Funding Required	Principal

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Principal Practices: Russell County Middle School principal will implement performance standards of PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0 - No Funding Required	Principal

Goal 3:

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Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System. .

Strategy1:

TPGES Trainings - 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 of highly effective standards.

Research Cited:

Activity - PGES Roll Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will participate in after-school meetings designed to introduce and begin implementing the PGES roll out.	Professional Learning	11/21/2013	05/16/2014	\$0 - No Funding Required	Principal, all teachers

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Practices: As teachers gain new knowledge of 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, principal

Activity - PGES Pilot Teacher Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure and the expectations of the framework.	Professional Learning	09/02/2013	05/16/2014	\$0 - No Funding Required	Principal, PGES Pilot Teachers

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluating and Guiding Teachers to be Highly Effective: The school principal 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	Principal

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Training: Teachers will participate in Lync and on-line 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, principal, District PGES Coordinator

Narrative:

Professional development. What professional development (PD) is planned? How was the school's PD needs determined? How is the PD tied to the school's identified need? How will the planned PD improve instruction? What makes the PD offerings high quality and ongoing? How are principals, teachers, paraeducators and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the PD? How will the impact of the PD on student achievement be measured?

- Data Analysis, D.A.T.A.-Focused Learning Communities (GRREC and RTT), and Response to Intervention (RTI) Planning with Discovery Education, School-wide Literacy Planning, PGES Roll Out, CIITS Lesson Planner update, Math Release Time (GRREC), and Springboard (Advanced PD on Meeting Rigorous Expectations for Reading and Writing).
- Based on test analysis, needs assessment, goals and strategies
- Test analysis directly correlates to the CSIP in which needs for PD are addressed.
- PD is focused on needed strategies to meet the school's goals and is determined accordingly.
- Instructional Coach brings back needed information from KDE and RTT meetings in order to provide professional development throughout the school year in content/faculty meetings and district scheduled mandated professional developments are provided to further address school goals through GRREC and other resources. Furthermore, teacher leaders attend other necessary trainings and come back and share through content area PLCs.
- Days are set aside within the school calendar to provide access for all stakeholders as well as during the summer and the regular school day during common content planning times.
- Through continued test analysis of K-PREP, EXPLORE, Discovery Education, universal screenings, and administrative follow-up.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System. .

Strategy1:

TPGES Trainings - 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 of highly effective standards.

Research Cited:

Activity - PGES Roll Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will participate in after-school meetings designed to introduce and begin implementing the PGES roll out.	Professional Learning	11/21/2013	05/16/2014	\$0 - No Funding Required	Principal, all teachers

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Practices: As teachers gain new knowledge of 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, principal

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Training: Teachers will participate in Lync and on-line 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, principal, District PGES Coordinator

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Activity - PGES Pilot Teacher Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure and the expectations of the framework.	Professional Learning	09/02/2013	05/16/2014	\$0 - No Funding Required	Principal, PGES Pilot Teachers

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluating and Guiding Teachers to be Highly Effective: The school principal 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	Principal

Narrative:

Strategies to attract highly qualified teachers. What strategies are used to recruit highly qualified teachers? What strategies are used to retain highly qualified teachers in the school?

- Professional partnership between Lindsey Wilson College and Russell County Middle School strategically places students who need observation hours and student teaching experiences with recommendations provided to RCMS of recent LWC graduates. Also, postings are submitted to the KDE and then posted on the KDE website. This allows for local job postings to be available to any qualified candidate searching for job opportunities.
- Support from district and school curriculum leadership and mentor and content/grade level support at the school setting.

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the average composite Explore score from 15.9 to 16.1 for Russell County Middle School by 2014.

Measurable Objective 1:

collaborate to increase each College Readiness standard by 0.2 by 05/16/2014 as measured by Explore.

Strategy1:

College Career Readiness Initiative - A school-wide College Career Readiness initiative that will ensure that Russell County Middle School students will receive specific instruction and exposure to skills that will prepare them for a successful future and enable them to compete in an ever-changing global economy.

Research Cited:

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Russell County Middle School will host a College Career Readiness Parent Assembly in conjunction with "Operation Preparation."	Parent Involvement	03/19/2013	05/16/2014	\$1000 - Title I Part A	Principal; Curriculum Coordinator; Director of College and Career Readiness

Goal 2:

Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the proficient and distinguished percentage by 5.6% by 05/16/2013 as measured by 2012-2013 K-Prep Assessment.

Strategy1:

School-Wide Gap Initiative - The school-wide gap initiative will address non-academic factors that impact student achievement, such as social, emotional, and health needs, as well as school safety and discipline strategies.

Research Cited:

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Activity - RCMS Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Russell County Middle School will host an event that showcases learning across content areas with student performances, as well as, providing a platform for community stakeholders to be a part of a college and career readiness outreach.	Parent Involvement	03/11/2013	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Youth Service Center

Activity - RCMS Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the TELL Survey, 50% of parents/guardians reported a lack of knowledge of school events; therefore, a monthly digital school newsletter is being produced on the school's webpage.	Parent Involvement	12/17/2012	05/16/2013	\$0 - No Funding Required	Principal; Teachers

Narrative:

Parent involvement. What will the school do to increase parental participation, such as offering family literacy services? How are parents included in their child's education? How are parents involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts?

- Annual Open Houses, parent surveys as deemed necessary by the Youth Services Center, RCMS Website, public held SBDM meetings, PTO meetings, Parent Nights in conjunction with Youth Services Center, parent/teacher conferences are available upon request, and the annual RCMS Student Showcase in conjunction with RCMS Spring Book Fair.
- Progress reports are sent home every three weeks and report cards every nine weeks, Parent Portal access via Infinite Campus, standards to be taught in each class for each grading period are posted on the school website along with other school information and opportunities for parent/teacher contact.
- Parents are invited to attend PTO, SBDM meetings, and Parent Nights where involvement of these matters are addressed.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

Literacy Initiative - A school wide literacy initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided separate Reading and Writing instruction to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the literacy initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide research based classroom Reading and Reading Intervention resources. (i.e. - Springboard Consumable Student Edition and other research based instructional materials.)	Direct Instruction	08/08/2012	05/16/2014	\$10000 - State Funds	Principal; SBDM; Teachers

Activity - STAR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCMS students will use the STAR program within the Library Media Center to monitor reading levels in Fall, Winter, and Spring and are encouraged to read above their lexile level to increase proficiency.	Academic Support Program	08/15/2012	05/16/2014	\$2200 - State Funds	Principal; Teachers; Library Media Specialist; SBDM

Activity - English AND Language Arts Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect that all students at Russell County Middle School will be provided with two separate English and Language Arts classes daily per grade level.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers; SBDM

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Activity - Gifted English and Language Arts Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Latin I and Latin II are offered during the school day for students who are identified as being Gifted and Talented in English and Language Arts.	Academic Support Program	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Gifted and Talented Teacher

Activity - ROC Wednesday Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will offer support to content teachers who are implementing the school initiative of "ROC" Wednesdays by reviewing text and offering examples of literacy strategies.	Other	11/06/2013	05/16/2014	\$0 - No Funding Required	ELA Teachers

Activity - Collaborative English and Language Arts classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative English and Language Arts classes will include Special Education teacher co-teaching with the General Education teacher.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Congruency with cognitive tasks to grade level standards and differentiation.	Professional Learning	01/18/2013	02/15/2013	\$0 - Other	Principal; Curriculum Coordinator; GRREC; District Curriculum and School Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention classes for students performing below grade level.	Academic Support Program	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Curriculum Coordinator; Teachers

Activity - English and Language Arts Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Language Arts students will be provided access to computer labs to supplement and enrich Springboard Curriculum instruction.	Technology	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Chief Information Officer

Activity - School-wide Literacy Strategy Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide goal of incorporating literacy strategies across the curriculum.	Direct Instruction	11/12/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Curriculum Coordinator

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Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Language Arts teachers will be provided daily common content planning time as well as time for Professional Learning Communities.	Professional Learning	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide after-school tutoring opportunities for students struggling in English and Language Arts.	Tutoring	09/10/2012	04/18/2014	\$2000 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments in all English and Language Arts classes will be administered in order to identify gaps in student learning.	Academic Support Program	03/18/2013	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor

Activity - ELA Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers will meet with students identified to be within a 20 point range of the next score range level on Discovery Education benchmarking in order to encourage, mentor, and continuously monitor student progress throughout the year.	Academic Support Program	12/02/2013	05/16/2014	\$0 - No Funding Required	ELA Teachers, Administration

Activity - Release Time PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally, develop grade level pacing guides, focus on differentiating instruction, and incorporating On-Demand Writing and K-Prep like assessments.	Professional Learning	09/07/2012	12/14/2012	\$1000 - State Funds \$2000 - Title II Part A	Principal; General Education Teachers; Special Education Teachers; District Curriculum and School Improvement

Activity - Accelerated English and Language Arts classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated English and Language Arts classes at the middle school and, as applicable, high school for students performing above benchmark.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor

Strategy2:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports to impact highly effective teaching and learning.

Research Cited:

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Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	05/01/2013	06/30/2015	\$3400 - Race to the Top	Principal, CIITS District manager, CIITS School Manager, District PD Coordinator, curriculum leads, teachers

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$3300 - Race to the Top	Teachers, Principals, District CIITS Manager

Strategy3:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide research based classroom Math and Math Lab resources (i.e. - Digits and ALEKS)	Direct Instruction	08/08/2012	05/16/2014	\$6000 - State Funds	Principal; Teachers; SBDM

Activity - Math Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math intervention classes for students performing below grade level.	Academic Support Program	08/08/2012	05/16/2013	\$0 - No Funding Required	Principal; Curriculum Coordinator; Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments in all Math classes will be administered in order to identify gaps in student learning.	Academic Support Program	03/18/2013	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Accelerated Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math classes at the middle school and, as applicable, high school for students performing above benchmark.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor

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Activity - Student Centered Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math classrooms will move from teacher directed to student directed learning by providing a variety of tools, using open ended tasks, using problem-based instruction, and incorporating formative assessment lessons.	Direct Instruction	10/21/2013	05/16/2014	\$0 - No Funding Required	Math Teachers; Administration

Activity - Math and Math Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect that students at Russell County Middle School will be provided with a Math and Math Lab class daily per grade level.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers; SBDM

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide after-school tutoring for students struggling in Math.	Tutoring	09/10/2012	05/16/2014	\$2000 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - Collaborative Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative Math classes will include a Special Education teacher co-teaching with the General Education teacher.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Math Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math students will be provided access to computer labs to implement Digits curriculum and ALEKS as applicable.	Technology	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Chief Information Officer

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Congruency with cognitive tasks to grade level standards and differentiation.	Professional Learning	01/18/2013	02/15/2013	\$0 - Other	Principal; Curriculum Coordinator; GRREC; District Curriculum and School Improvement

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Activity - Release Time PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally and create instructional activities based on concrete, representational, and abstract readiness learning of the students.	Professional Learning	10/21/2013	05/16/2014	\$5000 - Title I Part A	Math Teachers, GRREC Math Consultant, and Administrators

Activity - Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement ECU Automaticity/Fluency Program to build computational math skills.	Academic Support Program	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will be provided daily common content planning time as well as Professional Learning Community.	Professional Learning	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Narrative:

Assists transition. What will the school do to emotionally and academically ease student transition from early childhood programs to elementary school programs?

- Non-applicable

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

Literacy Initiative - A school wide literacy initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided separate Reading and Writing instruction to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the literacy initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Release Time PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally, develop grade level pacing guides, focus on differentiating instruction, and incorporating On-Demand Writing and K-Prep like assessments.	Professional Learning	09/07/2012	12/14/2012	\$2000 - Title II Part A \$1000 - State Funds	Principal; General Education Teachers; Special Education Teachers; District Curriculum and School Improvement

Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Language Arts teachers will be provided daily common content planning time as well as time for Professional Learning Communities.	Professional Learning	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments in all English and Language Arts classes will be administered in order to identify gaps in student learning.	Academic Support Program	03/18/2013	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor

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Strategy2:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Release Time PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally and create instructional activities based on concrete, representational, and abstract readiness learning of the students.	Professional Learning	10/21/2013	05/16/2014	\$5000 - Title I Part A	Math Teachers, GRREC Math Consultant, and Administrators

Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will be provided daily common content planning time as well as Professional Learning Community.	Professional Learning	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments in all Math classes will be administered in order to identify gaps in student learning.	Academic Support Program	03/18/2013	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Strategy3:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports to impact highly effective teaching and learning.

Research Cited:

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$3300 - Race to the Top	Teachers, Principals, District CIITS Manager

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Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	05/01/2013	06/30/2015	\$3400 - Race to the Top	Principal, CIITS District manager, CIITS School Manager, District PD Coordinator, curriculum leads, teachers

Goal 2:
 Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2015.

Measurable Objective 1:
 collaborate to ensure that teacher input and leadership is relevant, consistently supported, and recognized in a comfortable, respectful environment with effective feedback by 05/15/2015 as measured by 2014/2015 VAL-ED, 2015 TELL SURVEY, and other teacher surveys (i.e. Survey Monkey, Effective Schools) .

Strategy1:
 Leadership Support - Administration will be open and available to teacher input and offer effective feedback in a timely fashion.
 Research Cited:

Activity - Forums for Concerns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Faculty, Staff

Activity - Forums for Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive timely feedback (within 5 days) from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers, Staff

Goal 3:
 Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

Measurable Objective 1:
 demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluatuion System. .

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Strategy1:

TPGES Trainings - 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 of highly effective standards.

Research Cited:

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluating and Guiding Teachers to be Highly Effective: The school principal 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	Principal

Activity - PGES Pilot Teacher Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure and the expectations of the framework.	Professional Learning	09/02/2013	05/16/2014	\$0 - No Funding Required	Principal, PGES Pilot Teachers

Activity - PGES Roll Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will participate in after-school meetings designed to introduce and begin implementing the PGES roll out.	Professional Learning	11/21/2013	05/16/2014	\$0 - No Funding Required	Principal, all teachers

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Practices: As teachers gain new knowledge of 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, principal

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Training: Teachers will participate in Lync and on-line 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, principal, District PGES Coordinator

Narrative:

Measures to include teachers in decisions. How are all teachers included in the selection of academic assessments? How do all teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

- Teachers are provided K-PREP like templates to design common assessments as well as access to CIITS and Discovery Education test item banks that are aligned with standards. Teachers have also been provided professional development on building rigor and congruency with student task and questioning. Teachers are provided common content planning and professional learning community time to address

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summative and formative assessments.

- A day of professional development to analyze K-PREP, EXPLORE, Discovery Education, TELL Survey, and components of the school report card occurs each year to determine needs assessment, goals, strategies, and professional growth plans which are directly correlated with the CSIP. Teachers have common content planning and PLC time throughout the year to revisit.

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

Literacy Initiative - A school wide literacy initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided separate Reading and Writing instruction to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the literacy initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Language Arts teachers will be provided daily common content planning time as well as time for Professional Learning Communities.	Professional Learning	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide after-school tutoring opportunities for students struggling in English and Language Arts.	Tutoring	09/10/2012	04/18/2014	\$2000 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - Collaborative English and Language Arts classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative English and Language Arts classes will include Special Education teacher co-teaching with the General Education teacher.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention classes for students performing below grade level.	Academic Support Program	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Curriculum Coordinator; Teachers

Strategy2:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Research Cited:

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide after-school tutoring for students struggling in Math.	Tutoring	09/10/2012	05/16/2014	\$2000 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - Collaborative Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative Math classes will include a Special Education teacher co-teaching with the General Education teacher.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will be provided daily common content planning time as well as Professional Learning Community.	Professional Learning	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Goal 2:

Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System. .

Strategy1:

TPGES Trainings - 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 of highly effective standards.

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Research Cited:

Activity - PGES Roll Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will participate in after-school meetings designed to introduce and begin implementing the PGES roll out.	Professional Learning	11/21/2013	05/16/2014	\$0 - No Funding Required	Principal, all teachers

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Training: Teachers will participate in Lync and on-line 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, principal, District PGES Coordinator

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Practices: As teachers gain new knowledge of 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, principal

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluating and Guiding Teachers to be Highly Effective: The school principal 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	Principal

Activity - PGES Pilot Teacher Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure and the expectations of the framework.	Professional Learning	09/02/2013	05/16/2014	\$0 - No Funding Required	Principal, PGES Pilot Teachers

Narrative:

Activities to ensure that students meet common core state standards. How does the school provide effective, timely, and additional intervention to students in danger of not meeting state standards? How are students and their needs identified for assistance? How do teachers and paraeducators collaborate for planning and instruction?

- Universal screenings, teacher recommendations, analysis of K-PREP, EXPLORE, and Discovery Education data results, along with the Cambridge Educational Services results provide awareness of at-risk students. Tier 1 interventions through Discovery Education and the Cambridge Intervention Program are available as well as after-school tutoring is provided through 21st Century and ESS. Collaboration and co-teaching in the regular education classroom help ensure achievement for all students. Enrichment classes are provided in addition to the core for targeted students.

- Students not meeting benchmark/proficiency on EXPLORE, Discovery Education, K-PREP, teacher recommendations, and classroom performance

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- Paraeducators are under the direct supervision of highly qualified teachers. Teachers are provided planning time during the school day to discuss plans for instruction.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

Literacy Initiative - A school wide literacy initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided separate Reading and Writing instruction to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the literacy initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Release Time PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally, develop grade level pacing guides, focus on differentiating instruction, and incorporating On-Demand Writing and K-Prep like assessments.	Professional Learning	09/07/2012	12/14/2012	\$2000 - Title II Part A \$1000 - State Funds	Principal; General Education Teachers; Special Education Teachers; District Curriculum and School Improvement

Strategy2:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Release Time PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally and create instructional activities based on concrete, representational, and abstract readiness learning of the students.	Professional Learning	10/21/2013	05/16/2014	\$5000 - Title I Part A	Math Teachers, GRREC Math Consultant, and Administrators

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Congruency with cognitive tasks to grade level standards and differentiation.	Professional Learning	01/18/2013	02/15/2013	\$0 - Other	Principal; Curriculum Coordinator; GRREC; District Curriculum and School Improvement

Goal 2:

Increase the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015. *Percentage to be computed after baseline is set.

Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System. .

Strategy1:

TPGES Trainings - 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 of highly effective standards.

Research Cited:

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Practices: As teachers gain new knowledge of 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, principal

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Effective Teacher Training: Teachers will participate in Lync and on-line 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, principal, District PGES Coordinator

Activity - PGES Roll Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will participate in after-school meetings designed to introduce and begin implementing the PGES roll out.	Professional Learning	11/21/2013	05/16/2014	\$0 - No Funding Required	Principal, all teachers

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Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluating and Guiding Teachers to be Highly Effective: The school principal 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	Principal

Activity - PGES Pilot Teacher Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers will attend a GRREC sponsored PGES Teacher Cadre to learn more about the structure and the expectations of the framework.	Professional Learning	09/02/2013	05/16/2014	\$0 - No Funding Required	Principal, PGES Pilot Teachers

Narrative:

Coordination and integration of programs. What Federal, State and local funds are made available to the school? How does the school coordinate and integrate Federal, State and local programs and services to improve instruction and increase student achievement?

- Title I, Part C (Migrant), Title II, Part A (Teacher Quality), Title IV (Rural/Low), IDEA, Race to the Top, State Programs (ESS, Gifted Services, Youth Services, and Flex Professional Development)

- Title I offers LEP services during the school day such as, school supplies, tutoring, conferences, home visits, counseling, health needs, transportation, teacher/school contact, language arts during school day, and migrant summer program. Title II offers a district level instructional coach. The district coach plans for and supervises curriculum development, implementation, and plans and implements professional development. The district instructional coach has the role of decision maker, consultant, and curriculum specialist in advising administrators, teachers, and other professional personnel. The district instructional coach also provides on-site support in analysis of school, teacher, and student data and school improvement planning, assists with curriculum development (horizontally and vertically), provides specific support based on goals and identified needs and embedded professional development through content/faculty meetings along with working directly with grade level content area teachers and teacher leads. Title IV provides benchmarking tools. IDEA provides funds for research-based programs, substitute teachers for professional release time, and instructional assistants. Race to the Top provides "Leader in Me" training, GRREC Data Retreat, and PGES Peer Evaluation training State programs: ESS provides after-school tutoring. Gifted Services provides educational enrichment for students identified as Gifted/Talented. Youth Services Center breaks down academic barriers by meeting the social and emotional needs of students. Flex professional development has been provided for teachers and administrators to align curriculum vertically and horizontally.

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?

1. Tracy Aaron - LCDHD
2. Darrell McGaha - Associate Director of Workforce Development
3. Nick Shearer - Branch Manager (Bank of Jamestown)
4. Marin Brumett - EL/Migrant
5. Tonya Meece - Chamber of Commerce (President)
6. Stacy Anderson - Russell Co. High School Assistant Principal
7. Keith Ellis - Russell Co. High School Principal
8. Blake Ellis - RCHS student
9. Jennifer Hardwick - RCMS Teacher
10. Lisa McDonald - First National Bank (Sr. Vice-President)
11. Shanna Tarter - RCHS Teacher
12. Wayne Gosser - Board Member
13. Melissa McFall - Middle/Secondary Instructional Coach
14. Becky Hadley - RCMS Registrar
15. Lauren Hayes - RCPIP
16. Christopher Roy - Russel County Judge Office
17. Bethany Baird - Elementary Instructional Coach
18. Wayne Wilson - Officer KDFWR
19. Brenda Higginbotham - Board Vice-Chairman
20. John Hughes - Times Journal
21. Jackie Grider - Resource Officer
22. Doug Holmes - RCMS Principal
23. John Loy - Youth Service Center Director
24. Robin Rixon - District College and Career Readiness Counselor
25. Jan Brumley & Phil Carney - Family Resource Center
26. Michael Ford - Superintendent
27. Rita Voils - Instructional Supervisor
28. Sandra Dick - Director of Special Education
29. Chris Bell - Chief Information Officer of Russell County Schools
30. Tonya Adams - Director of Curriculum, Instruction, PD, and Federal Programs
31. Teresea Grider - Russell County Board of Education Secretary
32. Taylor Reese - RCMS Student
33. Erica Burton - Parent

Relationship Building

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

Overall Rating: 2.43

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

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

Overall Rating: 2.0

	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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	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 sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	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: 2.0

	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 and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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 reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	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.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

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: 2.0

	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 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.)	Proficient

	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: 1.5

	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 open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

	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 with information about their child's academic progress and the progress of the school.</p>	Apprentice

	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>Some student work of various levels is exhibited in the classroom.</p>	Novice

	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 some information to parents to learn how to support their child's learning.</p>	Novice

	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

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	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.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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 make active use of school 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 1 coordinators connect family with community resources and follow up.)	Proficient

	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.

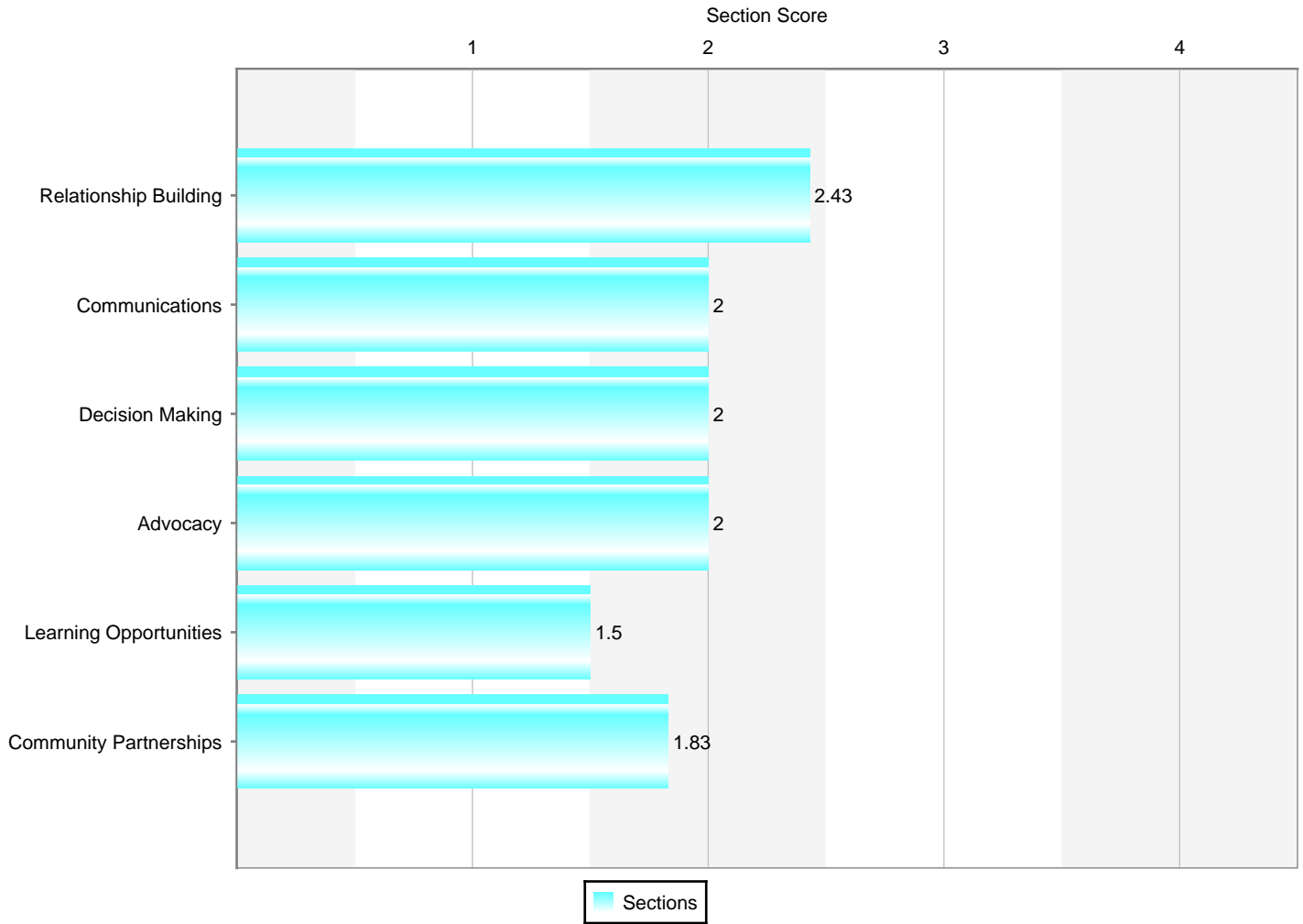
Reflect upon your responses to each of the Missing Piece objectives.

Based upon the survey results, Relationship Building is our area of strength. This is due in part to the systems we have in place to welcome the parents of new and ESL students. In addition, the utilization of local media sources, the school website and correspondence sent home with students to inform and encourage families to attend school activities and participate in decision making opportunities is also viewed as a strength. RCMS strives to keep parents informed of student progress through tri weekly progress notes and through parent portal access provided within Infinite Campus.

The survey results indicate Advocacy to be an area of need. We are currently in the preplanning stages of developing a plan to meet with and provide support to our GAP group of struggling students. It is our intention to meet with students identified in our GAP group and mentor them as they continue through the school year.

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.

Monthly Parent Teacher Organization meetings are provided at the middle school in the afternoon to allow opportunities for parent involvement on programs, assemblies, parent nights and other school-wide concerns. The principal communicates this input to the SBDM council which includes two parents and is open to the public.

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

Russell County Partners in Prevention in conjunction with the Youth Services Center assisted in the planning, organizing and implementation of parent events as well as student assemblies on the topics of suicide prevention and anti-bullying. Furthermore, throughout the year, at quarterly academic celebrations, both parties help promote academic success. Also, the school resource officer presented a program focusing on "School Safety Issues" for students at RCMS.

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

The final improvement plan will be communicated to all stakeholders by being published on the school website, the district website, being available in the school's front office and in the school's library. At any time, stakeholders may attend a PTO or SBDM meeting to make suggestions for amendments to the school improvement plan.

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	October 15, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 15, 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	It was adopted on October 15, 2013 and an annual review is not due at this time.	

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?	Yes		

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		

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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		

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?	Yes		

Compliance and Accountability - Middle 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 Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2015.

Measurable Objective 1:

collaborate to ensure that teacher input and leadership is relevant, consistently supported, and recognized in a comfortable, respectful environment with effective feedback by 05/15/2015 as measured by 2014/2015 VAL-ED, 2015 TELL SURVEY, and other teacher surveys (i.e. Survey Monkey, Effective Schools) .

Strategy1:

Leadership Support - Administration will be open and available to teacher input and offer effective feedback in a timely fashion.

Research Cited:

Activity - Problem-Solving and Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback. (within 5 days with the exception of regularly scheduled/special called SBDM Council meetings.)	Other	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Teacher, Staff, SBDM Council

Activity - Forums for Concerns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Faculty, Staff

Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive appropriate acknowledgement for accomplishments.	Other	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers, Staff

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Activity - Forums for Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive timely feedback (within 5 days) from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers, Staff

Measurable Objective 2:

collaborate to improve meaningful teacher perspective toward professional development by 05/15/2015 as measured by increasing the results of 2015 TELL Survey by 18% .

Strategy1:

Professional Development Relevance - Teachers' concerns from the May 2013 TELL Survey will be taken into consideration for improvement to professional development.

Research Cited:

Activity - Differentiated Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth. (i.e. PD 360, GRREC, Webinars, & other available trainings)	Professional Learning	08/07/2013	05/15/2015	\$1000 - Other \$4000 - Title I Part A	District PD Coordinator, Principals, Teachers

Activity - Follow-Up/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning	08/07/2013	05/15/2015	\$0 - No Funding Required	District PD Coordinator, Principals, Teachers

Measurable Objective 3:

collaborate to provide discipline options for the school by 05/15/2015 as measured by the reduction of discipline referrals made to administration as reported through Infinite Campus.

Strategy1:

Maintenance of School Campus - Steps will be established, implemented, and monitored to ensure the cleanliness and maintenance of the school campus to ensure a safe and secure environment.

Research Cited:

Activity - Monitoring of School Campus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will monitor school campus (inside/outside) in order to address the concerns, issues, and suggestions of all stakeholders.	Other	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers, Staff, Parents, Students, Custodians

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Activity - School Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will review and make appropriate changes to custodial schedule, along with creating a checklist of daily expectations to improve cleanliness and maintenance of school campus to be turned in for documentation, in addition to incidental/spontaneous duties as deemed necessary by school leadership.	Other	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Custodians

Strategy2:

Managing Student Conduct - Managing student conduct will allow students and faculty to feel like they learn and work in a safe and secure environment.

Research Cited:

Activity - Preventative Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration.	Behavioral Support Program	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals; Counselors

Activity - Discipline Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a discipline committee that will gather concerns and issues from all concerned stakeholders (i.e. teachers, staff, and parents) on the current discipline policy for SBDM to consider for approval.	Behavioral Support Program	08/07/2013	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Staff; Parents

Activity - Communication of Discipline Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After creating a balanced schoolwide behavior management policy with all stakeholders' issues and concerns considered, procedures and expectations for implementation of the RCMS Discipline Policy will be adopted by SBDM to afford a safe and secure environment. Administrative team will ensure that the revised Discipline Policy is communicated to all concerned stakeholders, including faculty, staff, students, and parents.	Behavioral Support Program	08/07/2013	05/15/2015	\$0 - No Funding Required	Principals, Faculty and Staff, Parents

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

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Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

Math Initiative - A school-wide math initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided a separate Math and Math Lab/Enrichment to meet the new, more rigorous demands of Common Core Standards. Teachers will be provided common content planning and PLC time to sufficiently ensure that the math initiative is implemented to meet the needs of the school.

Research Cited:

Activity - Student Centered Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math classrooms will move from teacher directed to student directed learning by providing a variety of tools, using open ended tasks, using problem-based instruction, and incorporating formative assessment lessons.	Direct Instruction	10/21/2013	05/16/2014	\$0 - No Funding Required	Math Teachers; Administration

Activity - Release Time PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide release time for General Education and Special Education content teachers to align curriculum vertically and horizontally and create instructional activities based on concrete, representational, and abstract readiness learning of the students.	Professional Learning	10/17/2013	05/16/2014	\$750 - IDEA \$3375 - Title I Part A	Math Teachers, GRREC Math Consultant, Instructional Coach and Administrators

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After-school tutoring opportunities are provided for students struggling in math.	Tutoring	09/10/2012	05/16/2014	\$2000 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - Accelerated Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math classes are scheduled at the middle school and, as applicable, through the Gifted and Talented Program, for students performing above benchmark.	Direct Instruction	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor, Gifted and Talented Teacher

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Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will be provided daily common content planning time as well as time for Professional Learning Community.	Professional Learning	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers

Activity - Math and Math Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect that students at Russell County Middle School will be provided with a Math and Math Lab class daily per grade level.	Direct Instruction	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; SBDM

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/15/2015	\$0 - No Funding Required	Principal; Instructional Coach; Teachers

Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based math and math lab supplemental resources will be provided. (i.e. - ALEKS) in addition to math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Direct Instruction	08/08/2012	05/15/2015	\$750 - School Council Funds	Principal; Teachers; SBDM

Activity - Collaborative Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative Math classes will include a special education teacher co-teaching with the general education teacher.	Direct Instruction	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math intervention classes are available for students performing below grade level.	Academic Support Program	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Activity - Math Computer Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math students will be provided access to computer labs to implement math curriculum and other supplemental programs like Ten Marks as applicable.	Technology	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Chief Information Officer

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Activity - Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EKU Automaticity/Fluency Program is implemented to build computational math skills.	Academic Support Program	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers

Strategy2:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports to impact highly effective teaching and learning.

Research Cited:

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	05/15/2015	\$3300 - Race to the Top	Teachers, Principals, District CIITS Manager

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS' formal on-line webinars and/or attend school/district face-to-face training during the school day, after school, in PLCs or professional development provided by CIITS school/district manager/curriculum leads/principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	05/01/2013	06/30/2015	\$3400 - Race to the Top	Principal, CIITS District manager, CIITS School Manager, District PD Coordinator, curriculum leads, teachers

Strategy3:

Literacy Initiative - A school wide literacy initiative that will address the individualized needs of all students, regardless of ability level. Each student will be provided separate Reading and Writing instruction to meet the new, more rigorous demands of Common Core Standards.

Teachers will be provided common content planning and PLC time to sufficiently ensure that the literacy initiative is implemented to meet the needs of the school.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention classes are scheduled for students performing below grade level.	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Instructional Coach; Teachers

Activity - STAR/AR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels in Fall, Winter, and Spring and are encouraged to read above their lexile level to increase proficiency.	Academic Support Program	08/15/2012	05/15/2015	\$6165 - State Funds	Principal; Teachers; Library Media Specialist; SBDM

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Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After-school tutoring opportunities are provided for students struggling in English and Language Arts.	Tutoring	09/10/2012	04/18/2014	\$2000 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - ROC Wednesday Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will offer support to content teachers who are implementing the school initiative of "ROC" Wednesdays by reviewing text and offering examples of literacy strategies.	Other	11/06/2013	05/16/2014	\$0 - No Funding Required	ELA Teachers

Activity - ELA Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers will meet with students identified to be within a 20 point range of the next score range level on Discovery Education benchmarking in order to encourage, mentor, and continuously monitor student progress throughout the year.	Academic Support Program	12/02/2013	05/16/2014	\$0 - No Funding Required	ELA Teachers, Administration

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be developed congruent to standards and administered in all English and Language Arts classes to identify gaps in student learning and adjust instruction.	Academic Support Program	03/18/2013	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Instructional Coach

Activity - English and Language Arts Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Language Arts students will be provided access to computer labs to supplement and enrich Springboard Curriculum instruction.	Technology	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Chief Information Officer

Activity - Accelerated English and Language Arts classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated English and Language Arts classes at the middle school are available for students performing above benchmark.	Direct Instruction	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor; Gifted and Talented Teacher

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Activity - Gifted English and Language Arts Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Latin I and Latin II are offered during the school day for high school credit for students who are identified as being Gifted and Talented in English and Language Arts.	Academic Support Program	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; Gifted and Talented Teacher

Activity - School-wide Literacy Strategy Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide goal of incorporating literacy strategies across the curriculum to improve reading skills among students.	Direct Instruction	11/12/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Instructional Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 6-8 English Language Arts Teachers along with collaborating special education teachers participated in a two-day Advanced SpringBoard sponsored professional development that focused on meeting the rigorous expectations for reading and writing.	Professional Learning	07/22/2013	07/23/2013	\$5200 - Title I Part A	Teachers, Instructional Coach, District PD Coordinator, Principal

Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other research based instructional materials.)	Direct Instruction	08/08/2012	05/15/2015	\$10000 - State Funds	Principal; SBDM; Teachers

Activity - Common Content Planning and PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Language Arts teachers will be provided daily common content planning time as well as time for Professional Learning Communities.	Professional Learning	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers

Activity - English AND Language Arts Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect that all students at Russell County Middle School will be provided with two separate English and Language Arts classes daily per grade level.	Direct Instruction	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; SBDM

Activity - Collaborative English and Language Arts classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative English and Language Arts classes will include a special education teacher co-teaching with the general education teacher.	Direct Instruction	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the proficient and distinguished percentage by 5.6% by 05/16/2013 as measured by 2012-2013 K-Prep Assessment.

Strategy1:

Math Gap Initiative - In conjunction with the school-wide Math Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Research Cited:

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/16/2014	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

Activity - Math Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning	06/03/2013	06/30/2015	\$0 - Grant Funds	Principal, Sixth Grade Math Teachers

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored every three weeks by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0 - No Funding Required	Principal; Special Education Teachers

Activity - Hiring of .7 Math Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On November 11, 2013, after SBDM application process, a .7 teacher was hired to teach seventh grade math.	Direct Instruction	11/11/2013	05/16/2014	\$29525 - Title VI	Principal, SBDM

Strategy2:

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

Research Cited:

Activity - RCMS Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Russell County Middle School will host an event that showcases learning across content areas with student performances, as well as, providing a platform for community stakeholders to be a part of a college and career readiness outreach.	Parent Involvement	03/24/2014	03/24/2014	\$0 - No Funding Required	Principal; Teachers; Youth Service Center

Activity - Discovery Education Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers, counselor and instructional coach attended a Discovery Education training concerning the analysis of reports and utilization of interventions provided within the program.	Professional Learning	11/06/2013	11/06/2013	\$2500 - Title II Part A	Principal, Content Area Teachers, Counselor, Instructional Coach

Activity - Discovery Education RTI Webinar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI teachers and curriculum leads will attend a webinar in January of 2014 to understand and implement the RTI components of the program.	Professional Learning	01/02/2014	01/31/2014	\$250 - Title II Part A	Principal, RTI teachers and curriculum leads

Activity - Dental Clinic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at RCMS were provided the opportunity for a free dental screening that included a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns.	Other	11/19/2012	05/16/2014	\$0 - No Funding Required	Principal; Youth Service Center; Cumberland Family Medical Mobile Dental Clinic

Activity - Suicide Prevention Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCMS students were given the opportunity to attend an assembly sponsored by Russell County Partners in Prevention that focused on suicide prevention.	Behavioral Support Program	08/28/2012	05/16/2014	\$0 - No Funding Required	Principal; Teachers; Russell County Partners in Prevention; Youth Service Center

Activity - Youth Service Center Student Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Youth Service Center provides a diverse range of services to the students of Russell County Middle School in order to ensure that no barriers exist to impede academic success.	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; Teachers; Youth Service Center

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Activity - Personalized Learning Plan Symposium	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators, instructional coach and Youth Services Center representative attended a symposium to learn about a personalize learning plan (anytime, anywhere learning) and how to create and implement this for RCMS.	Professional Learning	09/12/2013	06/30/2015	\$75 - Other	Principal, Teachers, Instructional Coach, Youth Services Center

Activity - Tri-Weekly Reward Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every three weeks, students who meet the pre-determined criteria established for grades and behavior will be allowed to participate in a planned reward activity.	Academic Support Program	11/08/2013	05/16/2014	\$0 - No Funding Required	Principal, Teachers

Activity - Leader in Me Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development meetings, along with the book study of Leader in Me by Steven Covey, will be attended by classified, certified, and administrative personnel.	Professional Learning	05/28/2014	06/30/2015	\$0 - No Funding Required	Principal, Certified and Classified Personnel

Activity - Schoolwide Discovery Education Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers whose content areas are benchmarked through Discovery Education will analyze reports and use probes and interventions according to standards identified as deficit areas.	Academic Support Program	01/06/2014	05/16/2014	\$2800 - General Fund \$2800 - Title II Part A	Principal, teachers

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers representing all content areas and grade levels, principal, instructional coach and district personnel attended a Data Retreat sponsored by Race to the Top grant to analyze multiple data sources and identify strengths and needs for the school.	Professional Learning	10/28/2013	10/30/2013	\$1575 - Race to the Top	Principal, Data Team

Activity - "On a Roll" Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The "On a Roll" program has been established at RCMS to encourage academic success and appropriate student behavior in which students receive rewards at various times throughout each grading period.	Other	08/08/2012	05/16/2014	\$2500 - School Council Funds	Principal; Teachers; Youth Service Center; Russell County Partners in Prevention

Activity - Mentoring Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adult mentors will meet with identified gap students to discuss academic, behavior, and attendance goals.	Academic Support Program	01/06/2014	05/16/2014	\$0 - No Funding Required	Principal, All teachers, Counselors

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Strategy3:

Reading Gap Initiative - In conjunction with the school-wide Literacy Initiative, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction.

Research Cited:

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored weekly by using AIMSweb.	Academic Support Program	09/04/2012	05/02/2014	\$0 - No Funding Required	Principal; Special Education Teachers

Activity - Science Literacy Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will Implement literacy skill instruction with the research-based Cambridge curriculum in the science content area to address the needs of the gap group. (i.e. - interpret/analyze charts, graphs, tables, etc.)	Academic Support Program	11/12/2012	05/15/2015	\$0 - No Funding Required	Principal; Science Teachers

Activity - ROC Wednesdays (Reading Our Content)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every Wednesday during 1st period, all students will be given the opportunity for content-literacy practice through "ROC" Wednesday. Through a rotation schedule of all content and ENCORE areas, students will read a selected text from a content area and complete a literacy activity to support the schoolwide initiative of increasing content literacy skills.	Direct Instruction	11/06/2013	05/16/2014	\$0 - No Funding Required	All content and ENCORE teachers; Administrators

Activity - Social Studies Literacy Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers participated in a GRREC sponsored Social Studies Literacy Cadre to support content area literacy skills through the Literacy Design Collaborative.	Professional Learning	07/29/2013	11/12/2013	\$600 - Title I Part A	Principal; Social Studies Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specialized designed instruction stated within their IEP.	Direct Instruction	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

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

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Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 52% combined in English/Language Arts and Math by 05/14/2013 as measured by K-Prep.

Strategy1:

Program Review Immersion - Content area teachers will seek the expert advice of in-house practical living/career studies, arts and humanities and writing/ELA teachers to utilize suggestions and/or resources and how program review criteria can be embedded within their instructional activities to enhance not only their content area, but the program reviews as well. Inviting guest speakers and site visits to businesses as well as involving other stakeholders in the students' education are also intentional.

Research Cited:

Activity - Intentional Faculty Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is intentional faculty collaboration within the school and with other stakeholders to embed arts and humanities, practical living/career studies and writing within their own content area instruction to enhance not only program reviews, but also their own subject area.	Professional Learning	08/07/2013	05/15/2015	\$0 - No Funding Required	Teachers Principal Counselor