



KDE Comprehensive School Improvement Plan

Russell County High School
Russell County

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TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information	7
------------------------------	---

2014-15 RCHS Comprehensive School Improvement Plan

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Increase the percentage of students with disabilities scoring proficient or distinguished from 7.4%. to 15%....	11
---	----

Goal 2: Increase the percentage of effective principals (as measured by PGES) to ___% by 2015.....	11
--	----

Goal 3: Russell County High School will improve the working and learning environment for the professional development of teachers as measured by the TELL survey from 35.3% to 60% by 2015.....	12
---	----

Goal 4: Increase the percentage of effective teachers (as measured by PGES) to____% by 2015.....	13
--	----

Goal 5: RCHS will increase the freshman graduation rate from 76% to 90% by 2015.....	16
--	----

Goal 6: Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.....	17
--	----

Activity Summary by Funding Source.....	21
---	----

KDE Needs Assessment

Introduction.....	29
-------------------	----

Data Analysis.....	30
--------------------	----

Areas of Strengths 32

Opportunities for Improvement..... 33

Conclusion..... 34

The Missing Piece

Introduction..... 36

Stakeholders..... 37

Relationship Building..... 38

Communications..... 39

Decision Making..... 41

Advocacy..... 43

Learning Opportunities..... 44

Community Partnerships..... 46

Reflection..... 47

Report Summary..... 48

Improvement Plan Stakeholder Involvement

Introduction..... 50

Improvement Planning Process..... 51

KDE Assurances - School

Introduction..... 53

Assurances..... 54

Compliance and Accountability - High Schools

Introduction 60

Planning and Accountability Requirements 61

School Safety Diagnostic

Introduction 72

School Safety Requirements 73

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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

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

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

Description of the School

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

Russell County High School is located in Russell County Kentucky in the south central part of the state. Russell County has a population of approximately 17,000 made up of predominantly white race/ethnic background. There is a significant unemployment rate in the community. The high school graduation rate is 91.6 which is 4.2% higher than the state. The graduation rate delivery target for the 2014-15 school year is 90.9%. Our school houses 876 students from 9th to 12th grades. Our school has approximately 80% free and reduced lunch. Our racial breakdown is: 95.9% white, 0.9% black, 3% other.

Our certified staff includes 45 content teachers and 9 special education teachers of which 100% are white. Our administrative staff includes one principal, two assistant principals, two counselors, one FRYSC director, one college and career counselor, one instructional coach, and a group of social workers. Our faculty is divided into 9th grade (freshman dock) and 10th-12th content departments. Russell County High School has worked hard to reach every student every day. We have increased our focus in college and career readiness, which has impacted students in a positive manner. Our school is identified as a Needs Improvement/Progressing school. We are a focus school in the category of students with disabilities in the area of social studies.

In the 2013-14 school year we had only 7.4% of our students scoring Proficient or Distinguished in this area and 74.1% scored Novice. 2014-15 has brought several changes in academics and our cultural environment. Our school has a new principal as well as a new assistant principal in administration. We also have added an instructional coach to our building. RTI has been a focus and has been used intentionally on students to help them become college and/or career ready. Our school serves a very diverse socioeconomic population of students that come from a variety of backgrounds. Our school is committed to preparing ALL students to transition successfully into post-secondary life whether it be at college, in a trade/tech school, or directly to the workforce.

School's Purpose

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

RUSSELL COUNTY HIGH SCHOOL

PURPOSE

The mission of Russell County High School is to provide students with the opportunity to develop critical thinking and problem solving skills in order to become self-sufficient, responsible members of society. This mission is a shared vision among all stakeholders. Our school is an integral part of the community and it is our goal to build bridges and connections between the school, families, businesses/industries, and other community members.

There is a shared vision at Russell County High School that all faculty members believe in and are committed to students achievement. Academics and learning is at the forefront of all strategies and activities that are implemented.

We recognize that all students have the ability to learn, and our role is to help them apply knowledge from various subject matter fields to real-life experiences and to show them the necessity of becoming life-long learners. Our continual focus is on student achievement and school improvement. We vow to strive to fulfill our mission, fight regress, and live up to our motto: "Forward ever, backward never."

Notable Achievements and Areas of Improvement

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

NOTABLE ACHIEVEMENTS

Russell County High School has experienced measureable growth and displayed excellence in several areas.

Our FFA club has nearly 100 members and was rated as a GOLD Chapter in 2013-14. In addition, one of our agriculture teachers was also named as the Kentucky Ag Teacher of the Year.

Our NJROTC unit has also experienced success. In 2013-14, they placed 1st in the Area 9 Drill Championship and were 3rd place Overall. They also were denoted as an Honors Unit, placing them in the top 20% in the country.

In addition, all of our athletic and cheerleading teams have been very successful and many championships have been earned. Our academic team has also performed well and our school had one teacher to be named a recipient of the 20174 Ashland Achievement Award.

Our Mighty Laker Band has also been awarded the AAA State Band Championship, as well as winning many other competitions.

The achievement that our school is most proud of is in the area of college and career readiness. Our school has exceeded the expectation of the state for college and career readiness. College and career readiness was a high priority and the administration and teachers intentionally focused on helping students become college and/or career ready. Our school now ranks in the top 10% of the state in College and/or Career Readiness. We are very proud of the number of students that are leaving RCHS ready for post-secondary life.

Our school has many reasons to celebrate both in academics and extracurricular activities. However, we are cognizant that we still have many areas of growth to focus on. We have many students in various GAP groups that are our intentional focus. We are committed to meeting every student at their point of need in order to move our school forward. Our school is made up of students with many different ability levels and our school wide goal is to make learning more personalized.

Additional Information

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

Russell County High School is working on improving communication between all stakeholders. The realignment of PLC's and academic departments ensures all teachers and administrators are aware of school goals and curriculum alignment. In addition, to ensure community and parent involvement RCHS developed the Festival of Learning which showcases student academic successes from each department. Parents and community members are welcomed to tour the halls of RCHS and interact with students and teachers. The students demonstrate their knowledge of academic standards through projects, writings, speeches, experiments and hands-on activities. The district web-site provides a link for all parents to monitor student progress and provides e-mail access to faculty and staff of RCHS. Teachers are encouraged to contact parents on a regular basis through phone calls, e-mails, and home visits. A financial-aid workshop is provided free of charge for parents of college-bound students. The work-shop is in cooperation with a local college and reinforces our college/career readiness. We have added a college and career counselor to our staff with the primary focus of guiding every student toward college/career readiness. We have also added an instructional coach as an added support. Also, the parent portal is accessible for students and parents to monitor grades throughout the year. Lastly, the school utilizes the "One Call" system to inform parents of important events and to send out reminders.

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

2014-15 RCHS Comprehensive School Improvement Plan

Overview

Plan Name

2014-15 RCHS Comprehensive School Improvement Plan

Plan Description

School Improvement Plan

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 percentage of students with disabilities scoring proficient or distinguished from 7.4%. to 15%.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$500
2	Increase the percentage of effective principals (as measured by PGES) to ___% by 2015	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$250
3	Russell County High School will improve the working and learning environment for the professional development of teachers as measured by the TELL survey from 35.3% to 60% by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
4	Increase the percentage of effective teachers (as measured by PGES) to _____% by 2015	Objectives: 2 Strategies: 4 Activities: 12	Organizational	\$4750
5	RCHS will increase the freshman graduation rate from 76% to 90% by 2015.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$21000
6	Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 20	Organizational	\$69129

Goal 1: Increase the percentage of students with disabilities scoring proficient or distinguished from 7.4%. to 15%.

Measurable Objective 1:

15% of Eleventh grade Students with Disabilities students will collaborate to become proficient or distinguished in Social Studies by 05/29/2015 as measured by US History EOC assessment..

Strategy 1:

Social Studies - Students with disabilities will be targeted to improve Social Studies scores.

Category: Other - Academic Support

Research Cited: Research based reading strategies/programs and practice questions from Quality Core.

Activity - Individual instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities will receive one-on-one and direct instruction in the area of social studies which also includes literacy instruction.	Direct Instruction	01/05/2015	05/29/2015	\$0	No Funding Required	RTI teacher
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and administer quality common assessments to assess and monitor student performance and progress.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Social Studies Department
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will utilize PLC time to develop quality common assessments and to track student performance.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Social Studies Teachers
Activity - GRREC Teaching and Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
develop a plan of action to utilize GRREC and district resources to improve teaching and learning. develop a plan of action to utilize GRREC and district resources to improve teaching and learning. Teachers, administrative and support staff will utilize training from GRREC and district support staff to improve teaching and learning, with an emphasis on our school focus group.	Professional Learning	01/05/2015	01/30/2015	\$500	State Funds	Principal, Teachers, Director or Curriculum and Instruction, Instructional Coach

Goal 2: Increase the percentage of effective principals (as measured by PGES) to ___% by 2015

Measurable Objective 1:

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

Strategy 1:

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

Category:

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

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

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RGHS principals will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	Principals

Goal 3: Russell County High School will improve the working and learning environment for the professional development of teachers as measured by the TELL survey from 35.3% to 60% by 2015.

Measurable Objective 1:

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

Strategy 1:

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

Category:

Research Cited: School Improvement: Culture and Learning

Activity - Cultural Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School team members will participate in a Culture Institute to receive valuable insight to various cultural backgrounds and will share this knowledge with the faculty to improve the cultural environment.	Professional Learning	01/02/2015	01/30/2015	\$2000	GRECC Race to the Top	Principal, Cultural Team Members, Teachers

Goal 4: Increase the percentage of effective teachers (as measured by PGES) to _____% by 2015

Measurable Objective 1:

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

Strategy 1:

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

Category:

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

Activity - PGES Teacher Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are participating in a PGES cadre to develop a deeper understanding of the PGES system that they can share with the rest of the faculty.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Principal, Selected Cadre Teachers

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

Russell County High School

Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$1000	Race to the Top, Title VI	Principal, Instructional Coach, Teachers, District PGES Coordinator
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Activity - TPGES Support Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in training on TPGES provided by GRREC on the Self-Reflection Process and the development of their Professional Growth Goal. In addition, teachers also received training about enduring skills and the student growth process and rubric development.	Professional Learning	05/30/2014	05/29/2015	\$0	No Funding Required	Principal, Teacher, Instructional Coach

Activity - PD 360/Edivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to select content based professional learning videos. Teachers can use these resources to find information in regards to individual classroom needs as well as working on improvement towards their Professional Growth Goal.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Principal, Teachers, Instructional Coach

Activity - CIITS/EDS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educator Development Suite - teachers can create their own professional PD profiles and learning	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Principal, Teachers

Strategy 2:

Program Reviews - The work our school is doing with Program Review areas assists teachers in becoming highly effective as they must provide rationales and evidence of how they are implementing these areas in their content.

Category: Teacher PGES

Activity - Intentional Focus in Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work with Program Review leads to discuss their activities they will submit for program reviews. The Program Review leads provide examples of good and bad rationales/evidence for teachers to model.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Teachers, Program Review Leads, Principal

Activity - 30/60/90 Day Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Russell County High School

Program Review Leads regularly meet with the Instructional Coach and administration to monitor Program Review evidence submissions and to offer constructive feedback to teachers when needed.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Program Review Leads, Instructional Coach, Principal
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Strategy 3:

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

Category: Professional Learning & Support

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS will utilize CIITS formal on-line webinars and attend training during the day (common planning time or release time), after school, PLCs, or professional development provided by CIITS school district manager to learn how to incorporate CIITS resources into their planning.	Professional Learning	08/11/2014	06/30/2015	\$1250	Title VI, 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	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refine/implement curriculum mapping, unit/lesson plans, assessments, strategies learned from professional growth opportunities, and create and analyze data from the school to improve and guide instruction.	Academic Support Program	08/11/2014	05/29/2015	\$2000	Other	Principal, Teachers, District CIITS Manager, Instructional Coach

Measurable Objective 2:

demonstrate a behavior to achieve highly effective Other Professionals by 06/30/2015 as measured by the Other Professional Growth Effectiveness System.

Strategy 1:

OPGES Trainings - Other Professionals will participate in Lync Online and district/school OPGES trainings in an effort to achieve highly effective PGES standards. Other Professionals will implement PGES highly effective Other Professional standards. Principal/other administrators will evaluate and provide guidance to Other Professionals for attainment of highly effective standards.

Category: Professional Learning & Support

Activity - Highly Effective Other Professional Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Russell County High School

Highly effective Other Professionals Training: Other Professionals and administration will participate in Lync/online/face-to-face/district/school OPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	05/29/2015	\$500	Race to the Top	Principal, Counselors, Library Media Specialists, Instructional Coach, District Administration
Activity - OPGES Support Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC provided a training on the self-reflection process, using those results to create a professional growth goal, and how to document the goal into CIITS. GRREC provided training on creating student growth goals and documenting them into CIITS.	Professional Learning	05/30/2014	05/29/2015	\$0	No Funding Required	Principal, Counselors, Library Media Specialist, Instructional Coach

Goal 5: RCHS will increase the freshman graduation rate from 76% to 90% by 2015.

Measurable Objective 1:

collaborate to increase the freshman graduation rate from 91.6 to 92.6 by 05/29/2015 as measured by students obtaining diplomas.

Strategy 1:

Increase Graduation Rate - RCHS is committed to continually increasing the graduation rate for our school. RCHS utilizes many supports to encourage students to graduate. In addition, we offer online learning for students for students that are in need of recovering credits that they are lacking in order to graduate. In addition, we offer summer school to students that may be lacking two or less credits to graduate. Credit recovery is also offered to students that may require an extra year/semester to graduate to encourage them to obtain a diploma.

Category: Persistence to Graduation

Research Cited: Research based online learning program

Activity - Online Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Odysseyware online learning is utilized as a means for students to recover credits that they are lacking to graduate and also as a means to a diploma for students that may require an extra term/year in order to graduate.	Direct Instruction	08/11/2014	05/29/2015	\$8000	State Funds	RCHS Staff
Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school is offered as a route to graduation for students that lack two or less credits to graduate. Odysseyware online program is used for this activity.	Direct Instruction	05/25/2015	06/30/2015	\$5000	State Funds	RCHS staff and administration

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal, guidance counselor, student, and parent hold conferences for students in danger of not graduating/dropping out. During these conferences a plan is developed that outlines clearly what requirements will have to be made in order for the student to graduate. These plans are on an as needed basis and are specific to the individual student situation. This serves as an activity for drop out prevention and to increase our graduation rate.	Parent Involvement	08/11/2014	05/29/2015	\$0	No Funding Required	RCCHS administration , Guidance Counselors
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS is offered to students as a means to improve their academic performance before school and after school as a proactive measure to increase the graduation rate.	Career Preparation/Orientation	08/07/2013	05/29/2015	\$8000	State Funds	RCCHS Staff, Principal

Goal 6: Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to have an increase in students scoring proficient or distinguished in the non-duplicated gap group from 39.1 to 59.1 by 05/29/2015 as measured by K-PREP End of Course Assessments..

Strategy 1:

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

Category: Continuous Improvement

Research Cited: Our data shows that we have a large gap group not performing at the proficient level in this area.

Activity - Springboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Springboard was purchased for 6-12th grade to unify and upgrade ELA district wide. Springboard curriculum will be the text used in all ELA classrooms and are consumable and require yearly renewal.	Academic Support Program	08/11/2014	05/29/2015	\$17000	General Fund	English Department
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will provide Tier 1 RTI by targeting low performing males in an effort to increase reading proficiency by concentrating on timed high interest reading and comprehension.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	English Department and ECE Department

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	English Department and ECE Department
Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have access to a variety of multi-level reading materials. A Library Science credit can be earned as students complete required reading and testing.	Academic Support Program	08/11/2014	05/29/2015	\$1150	Other	Deana Holt and English Department
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to improve reading performance and comprehension.	Tutoring	08/11/2014	05/29/2015	\$8000	State Funds	English Department
Activity - Laker Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will participate in sustained silent reading time in an effort to increase reading performance and comprehension.	Academic Support Program	01/05/2015	05/29/2015	\$0	No Funding Required	RCBS Staff
Activity - Discovery Education Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in English I, English II, and English III.	Academic Support Program	08/11/2014	05/29/2015	\$12000	General Fund, Title VI	English Department
Activity - Intervention Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Software (ex. ALEKS, IXL) will be used to help support students and provide intervention at their point of need.	Technology	12/31/2014	05/29/2015	\$3236	Race to the Top	English Department, Principal
Activity - Social Studies Literacy Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Teachers will focus on improving Literacy through intervention time in an effort to close the focus group that we have of students with disabilities in social studies.	Academic Support Program	01/05/2015	05/29/2015	\$0	No Funding Required	RTI Teachers, Principal

Strategy 2:

Improve Math Proficiency - As a result of our data analysis, we have a large gap group of students not performing at the proficient/distinguished level that we are addressing through various activities to improve student achievement within this subgroup.

SY 2014-2015

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KDE Comprehensive School Improvement Plan

Russell County High School

Category: Continuous Improvement

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to improve math performance.	Academic Support Program	08/11/2014	05/29/2015	\$8000	State Funds	Math Department, Principal

Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Math Department Teachers, ECE Teachers

Activity - Discovery Education Benchmarking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in English I, English II, and English III.	Behavioral Support Program	08/11/2014	05/29/2015	\$12000	General Fund, Title VI	Math Department Teachers, Principal

Activity - Intervention Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Software (ex. ALEKS, IXL) will be used to help support students and provide intervention at their point of need.	Technology	12/31/2014	05/29/2015	\$3236	Race to the Top	Math Department Teachers, Intervention Teachers

Strategy 3:

Gap Initiative - This initiative will address any academic and non-academic factors that influence student achievement such as social, emotional, and health needs, and discipline strategies.

Category: Continuous Improvement

Activity - Suicide Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and certified staff all attended training that focused on suicide prevention.	Behavioral Support Program	09/30/2014	09/30/2014	\$0	No Funding Required	Principal, Director of Professional Development, School Psychologist, Teachers

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Leader in Me Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff participated in training regarding the 7 Habits and the Leader in Me Program and developing an action plan on how to implement them into our school.	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Principal, Certified and Classified Staff
Activity - Healthy Kids Clinic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school is equipped with a clinic that has a nurse on staff and also a doctor that is available through in person and telehealth visits which offers sick child visits with parent permission, flu shots, dental care visits, physicals, and vaccinations.	Other	08/11/2014	05/29/2015	\$0	No Funding Required	Principal, YSC, Cumberland Family Medical Staff
Activity - Festival of Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A festival of Learning is held as an opportunity for students to demonstrate learning activities that they are working on in class. This provides an opportunity for parents, community members, and stake holders to attend and observe activities that are going on at our school.	Parent Involvement	01/05/2015	05/29/2015	\$0	No Funding Required	Principal, Teachers
Activity - Reducing Barriers with Migrant and EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement, in school activities, and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources and support needed to implement the Program Services Plan (PSP). Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	07/01/2014	06/30/2015	\$350	Title I Part C, Title III	EL/Migrant Instructor, District EL/Migrant Contact
Activity - Student EPAS Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are rewarded (ANCHOR CLUB) based on reaching benchmark in areas of the PLAN test and also on improvement from the Pre-PLAN test to PLAN as a means of encouraging student growth and academic success.	Academic Support Program	09/02/2014	05/29/2015	\$2157	FRYSC	Principal, Teachers, YSC Director
Activity - Sylvia Abel Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers and ECE teachers will attend Sylvia Abel training on strategies that will help close the achievement gap in writing and improve our overall writing performance for all students.	Professional Learning	01/05/2015	03/30/2015	\$2000	State Funds	Principal, Teachers, Director of Curriculum and Instruction, DoSE

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reducing Barriers with Migrant and EL Students	Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement, in school activities, and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources and support needed to implement the Program Services Plan (PSP). Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	07/01/2014	06/30/2015	\$250	EL/Migrant Instructor, District EL/Migrant Contact
Total					\$250	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cultural Proficiency	School team members will participate in a Culture Institute to receive valuable insight to various cultural backgrounds and will share this knowledge with the faculty to improve the cultural environment.	Professional Learning	01/02/2015	01/30/2015	\$2000	Principal, Cultural Team Members, Teachers
Total					\$2000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Extended School Services are offered before and after school hours for students who need one-on-one assistance to improve reading performance and comprehension.	Tutoring	08/11/2014	05/29/2015	\$8000	English Department
Online Learning	Odysseyware online learning is utilized as a means for students to recover credits that they are lacking to graduate and also as a means to a diploma for students that may require an extra term/year in order to graduate.	Direct Instruction	08/11/2014	05/29/2015	\$8000	RCBS Staff

KDE Comprehensive School Improvement Plan

Russell County High School

Sylvia Abel Writing Training	ELA teachers and ECE teachers will attend Sylvia Abel training on strategies that will help close the achievement gap in writing and improve our overall writing performance for all students.	Professional Learning	01/05/2015	03/30/2015	\$2000	Principal, Teachers, Director of Curriculum and Instruction, DoSE
ESS	ESS is offered to students as a means to improve their academic performance before school and after school as a proactive measure to increase the graduation rate.	Career Preparation/Orientation	08/07/2013	05/29/2015	\$8000	RCBS Staff, Principal
Summer School	Summer school is offered as a route to graduation for students that lack two or less credits to graduate. Odysseyware online program is used for this activity.	Direct Instruction	05/25/2015	06/30/2015	\$5000	RCBS staff and administration
GRREC Teaching and Learning	develop a plan of action to utilize GRREC and district resources to improve teaching and learning. develop a plan of action to utilize GRREC and district resources to improve teaching and learning. Teachers, administrative and support staff will utilize training from GRREC and district support staff to improve teaching and learning, with an emphasis on our school focus group.	Professional Learning	01/05/2015	01/30/2015	\$500	Principal, Teachers, Director or Curriculum and Instruction, Instructional Coach
ESS	Extended School Services are offered before and after school hours for students who need one-on-one assistance to improve math performance.	Academic Support Program	08/11/2014	05/29/2015	\$8000	Math Department, Principal
					Total	\$39500

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Discovery Education Benchmark Testing	Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in English I, English II, and English III.	Academic Support Program	08/11/2014	05/29/2015	\$6000	English Department
Discovery Education Benchmarking	Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in English I, English II, and English III.	Behavioral Support Program	08/11/2014	05/29/2015	\$6000	Math Department Teachers, Principal
Highly Effective Teacher Training	Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$500	Principal, Instructional Coach, Teachers, District PGES Coordinator

KDE Comprehensive School Improvement Plan

Russell County High School

CIITS Training	CIITS will utilize CIITS formal on-line webinars and attend training during the day (common planning time or release time), after school, PLCs, or professional development provided by CIITS school district manager to learn how to incorporate CIITS resources into their planning.	Professional Learning	08/11/2014	06/30/2015	\$750	Principal, CIITS District Manager, CIITS School Manager, District PD Coordinator, Curriculum Leads, Teachers
Total					\$13250	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Implementation	Teachers will refine/implement curriculum mapping, unit/lesson plans, assessments, strategies learned from professional growth opportunities, and create and analyze data from the school to improve and guide instruction.	Academic Support Program	08/11/2014	05/29/2015	\$2000	Principal, Teachers, District CIITS Manager, Instructional Coach
Accelerated Reader	Students have access to a variety of multi-level reading materials. A Library Science credit can be earned as students complete required reading and testing.	Academic Support Program	08/11/2014	05/29/2015	\$1150	Deana Holt and English Department
Total					\$3150	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student EPAS Growth	Students are rewarded (ANCHOR CLUB) based on reaching benchmark in areas of the PLAN test and also on improvement from the Pre-PLAN test to PLAN as a means of encouraging student growth and academic success.	Academic Support Program	09/02/2014	05/29/2015	\$2157	Principal, Teachers, YSC Director
Total					\$2157	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Software	Intervention Software (ex. ALEKS, IXL) will be used to help support students and provide intervention at their point of need.	Technology	12/31/2014	05/29/2015	\$3236	English Department, Principal

KDE Comprehensive School Improvement Plan

Russell County High School

Intervention Software	Intervention Software (ex. ALEKS, IXL) will be used to help support students and provide intervention at their point of need.	Technology	12/31/2014	05/29/2015	\$3236	Math Department Teachers, Intervention Teachers
CIITS Training	CIITS will utilize CIITS formal on-line webinars and attend training during the day (common planning time or release time), after school, PLCs, or professional development provided by CIITS school district manager to learn how to incorporate CIITS resources into their planning.	Professional Learning	08/11/2014	06/30/2015	\$500	Principal, CIITS District Manager, CIITS School Manager, District PD Coordinator, Curriculum Leads, Teachers
Highly Effective Teacher Training	Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$500	Principal, Instructional Coach, Teachers, District PGES Coordinator
Highly Effective Other Professional Training	Highly effective Other Professionals Training: Other Professionals and administration will participate in Lync/online/face-to-face/district/school OPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	05/29/2015	\$500	Principal, Counselors, Library Media Specialists, Instructional Coach, District Administration
Total					\$7972	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reducing Barriers with Migrant and EL Students	Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement, in school activities, and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources and support needed to implement the Program Services Plan (PSP). Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	07/01/2014	06/30/2015	\$100	EL/Migrant Instructor, District EL/Migrant Contact
Total					\$100	

District Funding

KDE Comprehensive School Improvement Plan

Russell County High School

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

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Discovery Education Benchmarking	Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in English I, English II, and English III.	Behavioral Support Program	08/11/2014	05/29/2015	\$6000	Math Department Teachers, Principal
Discovery Education Benchmark Testing	Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in English I, English II, and English III.	Academic Support Program	08/11/2014	05/29/2015	\$6000	English Department
Springboard	Springboard was purchased for 6-12th grade to unify and upgrade ELA district wide. Springboard curriculum will be the text used in all ELA classrooms and are consumable and require yearly renewal.	Academic Support Program	08/11/2014	05/29/2015	\$17000	English Department
Total					\$29000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Literacy Gap	RTI Teachers will focus on improving Literacy through intervention time in an effort to close the focus group that we have of students with disabilities in social studies.	Academic Support Program	01/05/2015	05/29/2015	\$0	RTI Teachers, Principal
Suicide Prevention	Students and certified staff all attended training that focused on suicide prevention.	Behavioral Support Program	09/30/2014	09/30/2014	\$0	Principal, Director of Professional Development, School Psychologist, Teachers
Festival of Learning	A festival of Learning is held as an opportunity for students to demonstrate learning activities that they are working on in class. This provides an opportunity for parents, community members, and stake holders to attend and observe activities that are going on at our school.	Parent Involvement	01/05/2015	05/29/2015	\$0	Principal, Teachers
Peer Observation	PGES teachers will observe and provide constructed feedback to fellow teachers.	Professional Learning	08/07/2013	05/29/2015	\$0	PGES Teachers

KDE Comprehensive School Improvement Plan

Russell County High School

Collaboration/Resource	Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Academic Support Program	08/11/2014	05/29/2015	\$0	Math Department Teachers, ECE Teachers
PD 360/Edivation	Teachers will have the opportunity to select content based professional learning videos. Teachers can use these resources to find information in regards to individual classroom needs as well as working on improvement towards their Professional Growth Goal.	Professional Learning	08/11/2014	05/29/2015	\$0	Principal, Teachers, Instructional Coach
Laker Literacy	Every student will participate in sustained silent reading time in an effort to increase reading performance and comprehension.	Academic Support Program	01/05/2015	05/29/2015	\$0	RCBS Staff
PGES Teacher Cadre	Teachers are participating in a PGES cadre to develop a deeper understanding of the PGES system that they can share with the rest of the faculty.	Professional Learning	08/11/2014	05/29/2015	\$0	Principal, Selected Cadre Teachers
Individual instruction	Students with disabilities will receive one-on-one and direct instruction in the area of social studies which also includes literacy instruction.	Direct Instruction	01/05/2015	05/29/2015	\$0	RTI teacher
Student/Parent Conferences	The principal, guidance counselor, student, and parent hold conferences for students in danger of not graduating/dropping out. During these conferences a plan is developed that outlines clearly what requirements will have to be made in order for the student to graduate. These plans are on an as needed basis and are specific to the individual student situation. This serves as an activity for drop out prevention and to increase our graduation rate.	Parent Involvement	08/11/2014	05/29/2015	\$0	RCBS administration, Guidance Counselors
Leader in Me Training	School staff participated in training regarding the 7 Habits and the Leader in Me Program and developing an action plan on how to implement them into our school.	Professional Learning	07/01/2014	06/30/2015	\$0	Principal, Certified and Classified Staff
Healthy Kids Clinic	The school is equipped with a clinic that has a nurse on staff and also a doctor that is available through in person and telehealth visits which offers sick child visits with parent permission, flu shots, dental care visits, physicals, and vaccinations.	Other	08/11/2014	05/29/2015	\$0	Principal, YSC, Cumberland Family Medical Staff
Intentional Focus in Program Reviews	Teachers work with Program Review leads to discuss their activities they will submit for program reviews. The Program Review leads provide examples of good and bad rationales/evidence for teachers to model.	Professional Learning	08/11/2014	05/29/2015	\$0	Teachers, Program Review Leads, Principal
OPGES Support Trainings	GRREC provided a training on the self-reflection process, using those results to create a professional growth goal, and how to document the goal into CIITS. GRREC provided training on creating student growth goals and documenting them into CIITS.	Professional Learning	05/30/2014	05/29/2015	\$0	Principal, Counselors, Library Media Specialist, Instructional Coach

KDE Comprehensive School Improvement Plan

Russell County High School

CIITS/EDS	Educator Development Suite - teachers can create their own professional PD profiles and learning	Professional Learning	08/11/2014	05/29/2015	\$0	Principal, Teachers
RTI	English teachers will provide Tier 1 RTI by targeting low performing males in an effort to increase reading proficiency by concentrating on timed high interest reading and comprehension.	Direct Instruction	08/11/2014	05/29/2015	\$0	English Department and ECE Department
Highly Effective Principal Practices	RCCHS principals will implement performance standards of the PGES to become highly effective. They will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	RCCHS principals, District PGES Coordinator
TPGES Support Trainings	Teachers participated in training on TPGES provided by GRREC on the Self-Reflection Process and the development of their Professional Growth Goal. In addition, teachers also received training about enduring skills and the student growth process and rubric development.	Professional Learning	05/30/2014	05/29/2015	\$0	Principal, Teacher, Instructional Coach
Evaluating and Guiding Teachers to be Highly Effective	RCCHS principals will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$0	Principals
PLCs	Social Studies teachers will utilize PLC time to develop quality common assessments and to track student performance.	Professional Learning	08/11/2014	05/29/2015	\$0	Social Studies Teachers
Collaboration/Resource	Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/11/2014	05/29/2015	\$0	English Department and ECE Department
Common Assessments	Teachers will develop and administer quality common assessments to assess and monitor student performance and progress.	Academic Support Program	08/11/2014	05/29/2015	\$0	Social Studies Department
30/60/90 Day Meetings	Program Review Leads regularly meet with the Instructional Coach and administration to monitor Program Review evidence submissions and to offer constructive feedback to teachers when needed.	Professional Learning	08/11/2014	05/29/2015	\$0	Program Review Leads, Instructional Coach, Principal
Total					\$0	

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?**

RCCHS is striving to be a data driven school. We are constantly working to use all available data to drive instruction on a daily basis. Our school had a professional development day on October 3, 2014 to review state testing data that had recently been released and to analyze our school report card. Data was reviewed by all staff and administration that day. While there were many areas that we had shown growth in and had reason to celebrate, there were also some clear areas of need that we needed to identify.

At the conclusion of the day, there were two areas that we identified as a clear focus.

One area is in the needs of a new focus group that our school now has. We have an identified focus group in the area of students with disabilities in social studies. In addition all of our students with disabilities are still performing low in comparison to other districts around the state. Our school knows that we must have intentional focus to bring this focus area up in academic performance. Collaboration, specially designed instruction, and co-teaching all must be used effectively to improve our performance in this subgroup.

Another area that was identified as low was in our performance of students in the noon-duplicated gap group in reading and math. Our achievement in this area is far behind where we need it to be. The percentage of students performing at the proficient and distinguished level is 39.1 and our delivery target for 2015 is 59.1. This is a considerable amount of growth that we must make if we are to improve and meet this target.

Closing the gap between students an on-going process and multiple strategies have been implemented. Sustained reading time is implemented through our Laker Literacy program. Students participate in timed reading activities that include all content areas. Additionally, co-teaching is occurring to close the achievement gaps in all content areas. Professional development has been scheduled by our District Special Education Coordinator to implement the roles of co-teaching in the classroom.

The school will be utilizing intervention software for students who are significantly reading below grade level. In addition, software will be used for students that are not meeting expectations in math as well. Lastly, all teachers are utilizing literacy in their classes to help in this area and Tier 1 RTI is used for students not performing at the level they should be. Other strategies include but are not limited to: one-on-one intervention, enrichment classes, and ESS morning and afternoon.

Another piece of evidence that we have reviewed in this process was our student voice survey results. We know that our students offer us some of the most informative feedback for improving our instructional practices. Each of our teachers access and utilize the results of the surveys to improve their individual practice. Our overall score was a 68%. Our staff scores ranged from a 24.9% to 94.9%. One of our areas that we identified for improvement was "Engage." Many of our students indicated that they felt their classes could be more engaging. Our staff will remain cognizant of this and work to improve in this area through professional growth and school improvement.

As our analysis continued, we were able to acknowledge that the achievement in college and career readiness far exceeded our expectations. We are very proud of our achievement in this area, as we rank in the Top 10% in the state in this area. However, we are cognizant that our academic achievement must increase, especially within the gap group population. Our school is committed to setting high expectations for all students and improving the level of curriculum, instruction, and assessment within our school.

Areas of Strengths

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

RCCHS has many areas of strength that it is very proud of. We have new administration this year which has given our school the opportunity for a fresh start. In addition we have a highly qualified staff that has a solid grasp on their individual content area. One of our largest strengths is our College and Career readiness. Our school is consistently proving that it is committed to preparing students for post-secondary life. We offer a large number of career pathways and students are able to obtain industry certificates in some areas. We are providing intense RTI to seniors to help them become college ready through the ACT, COMPASS, and KYOTE. Students that are on the career ready track utilize RTI and Win Learning to meet the academic component that they need to be career ready. Our school administration has an excellent relationship with the on campus Area Tech Center so that they can collaboratively work together to meet the needs of all students. It is a huge benefit for our students to have the ability to take the classes at the area tech center that is located on the same campus as our high school. We also have a college and career center that helps students to obtain valuable information in regards to CCR.

Based on improvement surveys, our parents indicated that our school provides a safe learning environment for all students. Parents also indicated that they felt that the staff of RCCHS cared about the success of their child and worked to meet their academic needs. Many also indicated on the improvement planning survey that they felt that their child was surrounded by instructors that were caring and understanding and cared about the success and their academic futures. These are both strengths for our school that we are very proud of.

Opportunities for Improvement

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

RCCHS has many areas that are opportunities for growth. As noted in our data analysis, we have a large gap group that we must improve academic achievement of. Our school is working to implement strategies to address this population of students so that this area of performance will increase. With funding that we receive from Race to the Top, we will be using reading and math software for students that are significantly behind in an effort to move them forward. We also are changing our school day schedule to allow for more frequent and smaller increments of time for all classes. (Blocks to Periods). This will allow all students to have academic content classes year long to prevent gaps in instruction, and to provide them the opportunity to have courses that are year-long.

We are also working to design our schedule to allow for common planning time so that teachers have the opportunity to have schedule PLC times with administration and instructional coach to review results of common assessments and compare longitudinal data. We know that some of our greatest resources are the teachers in our building and we want to allow them frequent opportunities to collaborate and share insights and ideas together. Many of our teachers reported through improvement planning surveys that they felt like they did not have time to professionally collaborate with other teachers. This is something that the school is working hard to improve and making plans for the new schedule change.

Based on parental responses to the improvement planning surveys we had many parents that had concerns about the lack of communication between the school and the parent. Many explained that they felt a disconnect as a parent because they often did not know about events going on at school with their child. One of the chief concerns identified in the survey was that they did not have up to date access to their child's grades in Infinite Campus. To address these concerns, school administration is utilizing the "one call" system to help parents stay up to date with events that are going on at school. Administration will also be setting expectations to keep grades up to date and will be monitoring this so that parents can access current grades for their student at all times.

Conclusion

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

RCCHS is a positive learning culture that is focused on improvement. Our staff is very proud of our many notable accomplishments, but also know are committed to preparing our students for the future so that can become competitive in post-secondary life in not just their community, but also globally.

RCCHS is working hard to use research based strategies and to more purposefully utilize professional learning communities to improve instruction to better reach ALL students at their point of need. In addition, RCCHS is utilizing the Leader in Me Program and the 7 Habits to promote a positive culture among both our faculty and our students and to empower them to demonstrate leadership skills in their daily lives.

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?

LCDHD

Darrell McGaha-Associate Director for Workforce Development

Nick Shearer-Branch Manager Bank of Jamestown

Lindsey Westerfield-Russell County Library

Tonya Meece-Chamber of Commerce President

Gerald Murray-Board Member

Kami Lawson-SBDM member

Lynae Riggins-RCECC

Donna Diaz-LCADD

Lisa McDonald-Senior Vice-President First National Bank

Randy Baird-Owner McDonald's Office

Wayne Gosser-Board Member

Steve Kerr-Board Member

Becky Hadley-Registrar

Lisa Gosser - Russell County Chamber of Commerce

Gary Robertson-County Judge Executive

Mary Barnes-KEA

Alan Coffey-RECC

Brenda Higginbotham-Vice Chairman Board of Education

Julie Beckham -Board of Education Chairman

Jo Ann Bryant-Parent

Shannon Williams-Principal RCHS

Robin Rixon-CCR Counselor

Sarah Roy - Instructional Coach

John Loy-Director of Youth Service Center

Relationship Building

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

Overall Rating: 2.86

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

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

Overall Rating: 2.43

	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).	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, opportunities for student-led conferences.)	Proficient

	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

KDE Comprehensive School Improvement Plan

Russell County High School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

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

Overall Rating: 1.71

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 sends council minutes to largest parent organization with no follow-up.	Novice

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

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

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

KDE Comprehensive School Improvement Plan

Russell County High School

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

Advocacy

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

Overall Rating: 1.83

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

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

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

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

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

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

Learning Opportunities

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

Overall Rating: 1.83

	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>Parents have multiple opportunities to learn about and discuss:</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 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 as participation in 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. 	Proficient

	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>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

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

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

KDE Comprehensive School Improvement Plan

Russell County High School

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

Community Partnerships

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

Overall Rating: 1.83

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

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

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

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

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

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

Reflection

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

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

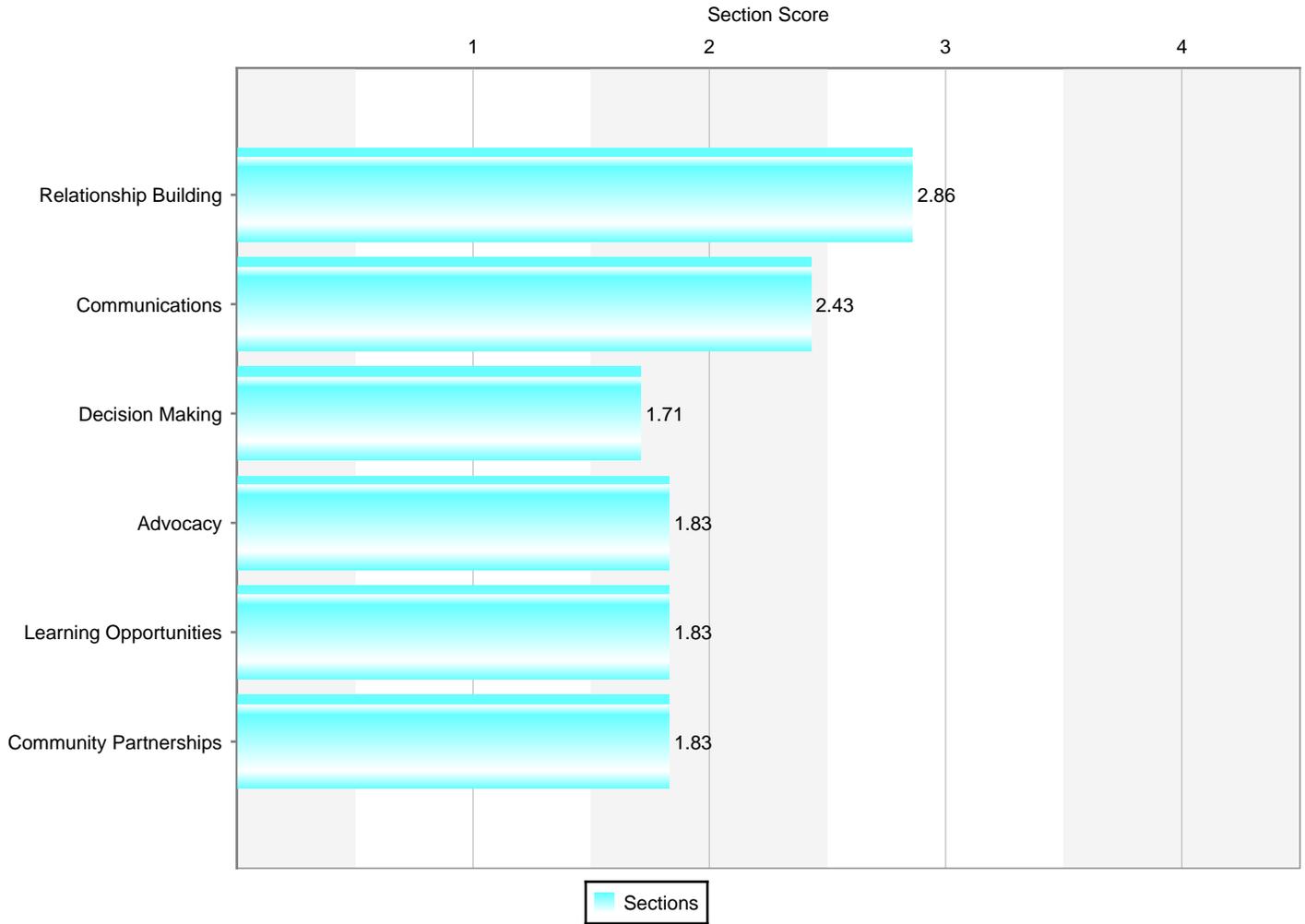
RCCHS has many strengths to be proud of. The school is staffed with great teachers and administration. Students have the opportunity to take many different courses including a large number of career pathway courses. We have many resources available to students and many opportunities for them to get involved in extracurricular activities. We have made large gains with our college and career readiness and our efforts have landed us a spot in the top 10% in the state. A large number of our students are leaving RCCHS ready for post-secondary life.

However, we are not content with simply the growth we have made, but want to see continual improvement in all areas. We have opportunities for growth in our disabilities population and our non-duplicated gap groups. While many of our students are experiencing academic success, many others are performing significantly behind grade level. This is an intentional focus for our school, and we sense the urgency that we must address these areas with.

RCCHS also recognizes that academic success is also directly correlated with communications and relationships with both families and homes as well as the community. Our school is actively working to engage parents more in communication and build bridges of communications with them. This is also evident with our migrant and EL populations through the various means of support offered through our migrant programs and home visits that school officials make as needed. In addition, we are working to build solid relationships with local community members as well as work to provide employment opportunities with them for our students when possible. Our YSC actively works to fight barriers that our students face and to help them reach full potential. Many of our students receive clothing and other items as needed as well as assistance with other things just as helping to find employment. These are all services that our school must have to continue to meet the needs of our students and to make the academic gain that we have set goals to obtain.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We met with a wide variety of stakeholders to discuss our school achievement and their role in the improvement plan. This meeting took place on 9/26/2014 and was an opportunity for community members to hear positive things going on in our school and an opportunity for them to give feedback and share ideas for improvement planning. The meeting included school staff, students, parents, business leaders and community leaders.

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

Community leaders were asked to participate in discussions on ways to help our school and district to improve. The school and district sought after feedback from these valuable community members and parents on ways to move the school forward. There were also written forms for feedback to be submitted to be used for improvement planning.

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 CSIP plan will be placed on the school website and will be readily available for all stakeholders to view. In addition, the improvement plan is an actual living and breathing document that will be reviewed and adjusted throughout the year as other activities and strategies are implemented. In addition, frequent progress monitoring will be completed so that we can ensure the integrity of the improvement planning process and make sure that our efforts remain on track.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	The school identified goals and needs based on multiple data sources and the school report card, as well as state goals.	

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

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	The school readily uses RTI and ESS along with a wide array of other strategies and has devised several new strategies to include for improvement as well.	

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

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

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

KDE Comprehensive School Improvement Plan

Russell County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Although we are not a Title I school, we have worked and continue to do so to include more parental involvement. We have planned informational nights for parents in regards to college admission, planned a career fair, have many parent using the parent portal to access grades, utilize the one call system for informational purposes, and welcome parents to schedule appointments for conferences when there are problems or concerns.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	N/A	

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Russell County High School

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A	

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Although we are not a Title I school, we have taken measures to increase parental involvement, however this has not been in the form of an official compact or policy.	

KDE Comprehensive School Improvement Plan

Russell County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

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

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

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

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

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

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

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		

KDE Comprehensive School Improvement Plan

Russell County High School

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

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	We are not a Title I school.	

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

Compliance and Accountability - High Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category:

Research Cited: School Improvement: Culture and Learning

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

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

Activity - Cultural Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team members will participate in a Culture Institute to receive valuable insight to various cultural backgrounds and will share this knowledge with the faculty to improve the cultural environment.	Professional Learning			01/02/2015	01/30/2015	\$2000 - GRECC Race to the Top	Principal, Cultural Team Members, Teachers

KDE Comprehensive School Improvement Plan

Russell County High School

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

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to have an increase in students scoring proficient or distinguished in the non-duplicated gap group from 39.1 to 59.1 by 05/29/2015 as measured by K-PREP End of Course Assessments..

Strategy1:

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

Category: Continuous Improvement

Research Cited: Our data shows that we have a large gap group not performing at the proficient level in this area.

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will provide Tier 1 RTI by targeting low performing males in an effort to increase reading proficiency by concentrating on timed high interest reading and comprehension.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	English Department and ECE Department

Activity - Laker Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will participate in sustained silent reading time in an effort to increase reading performance and comprehension.	Academic Support Program			01/05/2015	05/29/2015	\$0 - No Funding Required	RCHS Staff

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have access to a variety of multi-level reading materials. A Library Science credit can be earned as students complete required reading and testing.	Academic Support Program			08/11/2014	05/29/2015	\$1150 - Other	Deana Holt and English Department

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Springboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Springboard was purchased for 6-12th grade to unify and upgrade ELA district wide. Springboard curriculum will be the text used in all ELA classrooms and are consumable and require yearly renewal.	Academic Support Program			08/11/2014	05/29/2015	\$17000 - General Fund	English Department

Activity - Social Studies Literacy Gap	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Teachers will focus on improving Literacy through intervention time in an effort to close the focus group that we have of students with disabilities in social studies.	Academic Support Program			01/05/2015	05/29/2015	\$0 - No Funding Required	RTI Teachers, Principal

Activity - Discovery Education Benchmark Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in English I, English II, and English III.	Academic Support Program			08/11/2014	05/29/2015	\$6000 - Title VI \$6000 - General Fund	English Department

Activity - Intervention Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Software (ex. ALEKS, IXL) will be used to help support students and provide intervention at their point of need.	Technology			12/31/2014	05/29/2015	\$3236 - Race to the Top	English Department, Principal

Activity - Collaboration/Resource	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	English Department and ECE Department

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to improve reading performance and comprehension.	Tutoring			08/11/2014	05/29/2015	\$8000 - State Funds	English Department

KDE Comprehensive School Improvement Plan

Russell County High School

Strategy2:

Gap Initiative - This initiative will address any academic and non-academic factors that influence student achievement such as social, emotional, and health needs, and discipline strategies.

Category: Continuous Improvement

Research Cited:

Activity - Suicide Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and certified staff all attended training that focused on suicide prevention.	Behavioral Support Program			09/30/2014	09/30/2014	\$0 - No Funding Required	Principal, Director of Professional Development, School Psychologist, Teachers

Activity - Festival of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A festival of Learning is held as an opportunity for students to demonstrate learning activities that they are working on in class. This provides an opportunity for parents, community members, and stake holders to attend and observe activities that are going on at our school.	Parent Involvement			01/05/2015	05/29/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Healthy Kids Clinic	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is equipped with a clinic that has a nurse on staff and also a doctor that is available through in person and telehealth visits which offers sick child visits with parent permission, flu shots, dental care visits, physicals, and vaccinations.	Other			08/11/2014	05/29/2015	\$0 - No Funding Required	Principal, YSC, Cumberland Family Medical Staff

Activity - Reducing Barriers with Migrant and EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement, in school activities, and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources and support needed to implement the Program Services Plan (PSP). Furthermore, PD information will be provided to principals and teachers.	Academic Support Program			07/01/2014	06/30/2015	\$100 - Title III \$250 - Title I Part C	EL/Migrant Instructor, District EL/Migrant Contact

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Student EPAS Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are rewarded (ANCHOR CLUB) based on reaching benchmark in areas of the PLAN test and also on improvement from the Pre-PLAN test to PLAN as a means of encouraging student growth and academic success.	Academic Support Program			09/02/2014	05/29/2015	\$2157 - FRYSC	Principal, Teachers, YSC Director

Activity - Leader in Me Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff participated in training regarding the 7 Habits and the Leader in Me Program and developing an action plan on how to implement them into our school.	Professional Learning			07/01/2014	06/30/2015	\$0 - No Funding Required	Principal, Certified and Classified Staff

Strategy3:

Improve Math Proficiency - As a result of our data analysis, we have a large gap group of students not performing at the proficient/distinguished level that we are addressing through various activities to improve student achievement within this subgroup.

Category: Continuous Improvement

Research Cited:

Activity - Intervention Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Software (ex. ALEKS, IXL) will be used to help support students and provide intervention at their point of need.	Technology			12/31/2014	05/29/2015	\$3236 - Race to the Top	Math Department Teachers, Intervention Teachers

Activity - Collaboration/Resource	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Math Department Teachers, ECE Teachers

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to improve math performance.	Academic Support Program			08/11/2014	05/29/2015	\$8000 - State Funds	Math Department, Principal

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Discovery Education Benchmarking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in English I, English II, and English III.	Behavioral Support Program			08/11/2014	05/29/2015	\$6000 - General Fund \$6000 - Title VI	Math Department Teachers, Principal

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

Goal 1:

RCHS will increase the freshman graduation rate from 76% to 90% by 2015.

Measurable Objective 1:

collaborate to increase the freshman graduation rate from 91.6 to 92.6 by 05/29/2015 as measured by students obtaining diplomas.

Strategy1:

Increase Graduation Rate - RCHS is committed to continually increasing the graduation rate for our school. RCHS utilizes many supports to encourage students to graduate. In addition, we offer online learning for students for students that are in need of recovering credits that they are lacking in order to graduate. In addition, we offer summer school to students that may be lacking two or less credits to graduate. Credit recovery is also offered to students that may require an extra year/semester to graduate to encourage them to obtain a diploma.

Category: Persistence to Graduation

Research Cited: Research based online learning program

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer school is offered as a route to graduation for students that lack two or less credits to graduate. Odysseyware online program is used for this activity.	Direct Instruction			05/25/2015	06/30/2015	\$5000 - State Funds	RCHS staff and administration

Activity - Student/Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal, guidance counselor, student, and parent hold conferences for students in danger of not graduating/dropping out. During these conferences a plan is developed that outlines clearly what requirements will have to be made in order for the student to graduate. These plans are on an as needed basis and are specific to the individual student situation. This serves as an activity for drop out prevention and to increase our graduation rate.	Parent Involvement			08/11/2014	05/29/2015	\$0 - No Funding Required	RCHS administration, Guidance Counselors

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS is offered to students as a means to improve their academic performance before school and after school as a proactive measure to increase the graduation rate.	Career Preparation/ Orientation			08/07/2013	05/29/2015	\$8000 - State Funds	RCCHS Staff, Principal

Activity - Online Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Odysseyware online learning is utilized as a means for students to recover credits that they are lacking to graduate and also as a means to a diploma for students that may require an extra term/year in order to graduate.	Direct Instruction			08/11/2014	05/29/2015	\$8000 - State Funds	RCCHS Staff

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

Goal 1:

Increase the percentage of effective teachers (as measured by PGES) to ____% by 2015

Measurable Objective 1:

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

Strategy1:

Program Reviews - The work our school is doing with Program Review areas assists teachers in becoming highly effective as they must provide rationales and evidence of how they are implementing these areas in their content.

Category: Teacher PGES

Research Cited:

Activity - Intentional Focus in Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work with Program Review leads to discuss their activities they will submit for program reviews. The Program Review leads provide examples of good and bad rationales/evidence for teachers to model.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	Teachers, Program Review Leads, Principal

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - 30/60/90 Day Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Leads regularly meet with the Instructional Coach and administration to monitor Program Review evidence submissions and to offer constructive feedback to teachers when needed.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	Program Review Leads, Instructional Coach, Principal

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

Goal 1:

Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

Measurable Objective 1:

demonstrate a proficiency to increase overall CCR from 89.6% to 91.0% by 05/29/2015 as measured by students graduating high school college or career ready..

Strategy1:

Career Readiness - Students will pursue a career pathway and take the KOSSA, Work Keys, and ASVAB to complete the pathway.

Category: Career Readiness Pathways

Research Cited: Research based instruction

Activity - College/Career Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College/Career Counselor is available to provide students with help writing resumes, and seeking employment opportunities. The CCR center also contains valuable information on college, tech school, and requirements for various jobs.	Career Preparation/ Orientation			08/11/2014	05/29/2015	\$50000 - Race to the Top	GRREC

Activity - WIN Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WIN Learning grant (computer based program) will be used to prep students for Work Keys through RTI	Technology			08/11/2014	05/29/2015	\$0 - No Funding Required	RTI and LCATC staff

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Fast Forward to Work	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several students participated in the Fast Forward to Work Program where they received instruction related to soft skills and career readiness.	Career Preparation/Orientation			01/05/2015	05/29/2015	\$0 - No Funding Required	GRREC/CCR Counselor

Activity - Work Keys Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work Keys will be embedded in regular classroom instruction by all content teachers	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Core Content Teachers, LCATC staff

Activity - Industry Certificates	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eight different Industry Certificate Programs are offered to students	Career Preparation/Orientation			08/11/2014	05/29/2015	\$0 - No Funding Required	LCATC and RCHS staff

Activity - Career Fair	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Fair will be held to familiarize students with various fields of employment and local community employers. This will also serve as a means to connect students with potential employers.	Career Preparation/Orientation			01/05/2015	05/29/2015	\$0 - No Funding Required	College and Career Counselor

Activity - KOSSA Test Prep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KOSSA teachers will individualize instruction to help students with testing.	Direct Instruction			08/11/2014	02/06/2015	\$0 - No Funding Required	PLCS teachers

Strategy2:

College Readiness - Students will receive quality instruction to prepare for reaching Mathematics benchmark through a variety of delivery methods including: ACT test prep after school, online/software programs, various course offerings, practice EPAS testing, and before and after school programs.

Category: Continuous Improvement

Research Cited: Research based programs and curriculum

Activity - ACT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCHS has partnered with an ACT specialist to offer test prep courses for students to help them improve their ACT scores	Tutoring			08/11/2014	05/29/2015	\$10000 - Title VI \$10000 - Other	Stacy Anderson

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI teachers offer instruction to students on skills to help them reach benchmark scores	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	RTI Teachers

Activity - Transitional Math Courses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre College Math is offered in two parts to seniors seeking college readiness.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Math Department

Activity - Cambridge Practice ACT	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Juniors will be given a practice ACT test that will be scored through Cambridge Ed. Services. These results will be readily available for students and teachers to have very quickly so that students can identify and set goals for the state-wide ACT in March.	Academic Support Program			12/01/2014	05/29/2015	\$4000 - Title VI	Principal, Teachers, Instructional Coach

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS services are offered before and after school hours for students who need one-on-one assistance to meet college readiness	Tutoring			08/11/2014	05/29/2015	\$8000 - Other	ESS Teachers

Activity - ACT Specialist Consultation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ACT specialist that will be conducting ACT test prep courses for students, will also be doing a school consultation visit at our school to meet with each department to discuss test taking strategies for the ACT and for increasing the number of students reaching benchmark.	Professional Learning			01/05/2015	05/29/2015	\$500 - Title VI	Principal, Teachers, Instructional Coach

Activity - Method Test Prep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online Test Prep	Academic Support Program			08/11/2014	05/29/2015	\$1000 - State Funds	Core Content Teachers

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Russell County High School

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

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

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

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

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