



KDE Comprehensive School Improvement Plan

Russell County High School
Russell County

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TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

Russell County High School CSIP 2015-16

Overview 9

Goals Summary 10

Goal 1: Russell County High School will improve the working and learning environment as measured by the TELL Survey in the areas of Managing Student Conduct and Teacher Leadership 11

Goal 2: RCHS will increase the graduation rate to 92.9% by May 31, 2016 12

Goal 3: Increase the percentage of students who are college and/or career ready from 74.8% to 76.8% by May 31, 2016 14

Goal 4: Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 33% in 2012 to 54.1% in 2017 18

Goal 5: Increase the averaged combined reading and math proficient K-PREP scores for Russell County High School from 42.5% to 57.9% in 2017 23

Goal 6: RCHS will reduce the total number of students scoring novice in combined reading and math by 10% by May 31, 2016 26

Activity Summary by Funding Source 30

KDE Needs Assessment

Introduction 45

Data Analysis 46

Areas of Strengths 47

Opportunities for Improvement 48

Conclusion 49

KDE Compliance and Accountability - Schools

Introduction 51

Planning and Accountability Requirements 52

KDE Assurances - School

Introduction 70

Assurances 71

The Missing Piece

Introduction 77

Stakeholders 78

Relationship Building 79

Communications 80

Decision Making 82

Advocacy 84

Learning Opportunities 85

Community Partnerships 86

Reflection..... 87

Report Summary..... 88

Improvement Plan Stakeholder Involvement

Introduction..... 90

Improvement Planning Process..... 91

School Safety Report

Introduction..... 94

School Safety Requirements..... 95

Equitable Access Diagnostic

Introduction..... 98

Needs Assessment..... 99

Equitable Access Strategies..... 101

Questions..... 104

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. Russell County High School is the only high school in the district/county and serves grades 9-12.

There is a significant unemployment rate in the community which has an impact on our school. Over the last year, we have lost many students in our enrollment. The graduation rate delivery target for the 2014-15 school year was 90.9% and our actual score was an 89.5 which did not meet the target. Although our graduation rate is still above the state average of 88.7, we see this as a priority and are committed to meeting the needs of all students and ensuring that all students see the importance of graduating from high school. Our school currently houses 824 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 42 content teachers and 10 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 content departments.

Russell County High School has worked hard to reach every student every day. 2014-15 brought about many positive things to our school. Our school report card granted us the first ever "Proficient" rating and we were able to remove the focus area that we previously had in Social Studies in the subgroup of Students with Disabilities. A major renovation was completed giving our school a new and improved look and feel and our school experienced many success throughout the year. Most importantly our school was able to raise scores in nearly every aspect of testing and achievement. Our college and career readiness was at an all-time high, our ACT scores increased in every area and in composite, our overall accountability score increased by 4.2 points, our focus area was eliminated, and scores in achievement, GAP, and GROWTH all showed some improvements. While RCHS is extremely proud of these accomplishments, our school sees these successes as momentum to continue pushing towards greatness. Our school is committed to preparing ALL students to transition successfully into post-secondary lifewhether 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.

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. All stakeholders at RCHS recognize that investing in our students is investing in the future of our community. The future of our community will be impacted by the successes we share throughout our building.

There is a shared vision at Russell County High School that all faculty members believe in and are committed to student's 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.

Russell County High School is a place where:

- 1) Student Achievement is our top priority
- 2) Students are encouraged to succeed
- 3) Students are challenged
- 4) Learning is personalized to meet the needs of each student
- 5) A multitude of supports are available to help students succeed
- 6) Students receive preparation for life after high school

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.

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 National 2 Star Chapter, which is an award only 15 chapters in the state were recognized with. Multiple students in the FFA chapter have competed and won accolades at the regional and state level. In addition 7 RCHS graduates were awarded the KY State FFA Degree which is only given to 400 of the nearly 14,000 KY FFA members.

Our NJROTC unit has also experienced success. For the fourth consecutive year, they were recognized and received the Distinguished Unit Award. In addition to this, the cadets in the NJROTC completed over 2,500 community service hours.

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 Mighty Laker Band once again fared well in many season competitions and placed at the state level competition.

Our college and career readiness at RCHS has once again exceeded our expectations. Our school ranked well above the state average and had 74.8% of seniors graduating as college and/or career ready. 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 area tech center that resides on the campus of RCHS serves our college and career readiness well with multiple pathways for careers, many industry certifications, and the first ever apprenticeship program with a local factory employer. We are very proud of the number of students that are leaving RCHS ready for post-secondary life and hope to see this continue to grow.

Despite having many reasons to celebrate, our school is most proud of being named a "Proficient" high school for the first time ever. In addition we were able to close our focus area in one year and make significant gains in all areas of testing. Our school has celebrated this milestone, but have set our vision on continual growth and improvement.

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 recognizes that for any school to be successful it requires successful partnership from all stakeholders and community members. Russell County High School is working on improving communication for this reason.

The realignment of PLC's and academic departments ensures all teachers and administrators are aware of school goals and curriculum alignment. This also helps keep everyone working towards the same vision.

In addition, to ensure community and parent involvement RCHS held 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. Many students groups presented performances during this night as well. This night served as an excellent opportunity to allow parents, guardians, community members, and guests to see what makes RCHS a great place to work and learn. This night also served as an opportunity for parents and guardians to simply discuss their child's academic performance in class.

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. There are also many other parent informational nights regarding college application and admissions. The work-shop is in cooperation with a local college and reinforces our college/career readiness. The school CCR counselor also organized a career fair that built relationships with many community agencies and businesses which was very valuable to our students.

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.

Russell County High School CSIP 2015-16

Overview

Plan Name

Russell County High School CSIP 2015-16

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Russell County High School will improve the working and learning environment as measured by the TELL Survey in the areas of Managing Student Conduct and Teacher Leadership.	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$0
2	RCCHS will increase the graduation rate to 92.9% by May 31, 2016.	Objectives: 1 Strategies: 1 Activities: 10	Organizational	\$66200
3	Increase the percentage of students who are college and/or career ready from 74.8% to 76.8% by May 31, 2016.	Objectives: 1 Strategies: 2 Activities: 22	Organizational	\$91000
4	Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 33% in 2012 to 54.1% in 2017.	Objectives: 1 Strategies: 3 Activities: 24	Organizational	\$88608
5	Increase the averaged combined reading and math proficient K-PREP scores for Russell County High School from 42.5% to 57.9% in 2017.	Objectives: 1 Strategies: 2 Activities: 17	Organizational	\$57500
6	RCCHS will reduce the total number of students scoring novice in combined reading and math by 10% by May 31, 2016.	Objectives: 1 Strategies: 2 Activities: 16	Organizational	\$14000

Goal 1: Russell County High School will improve the working and learning environment as measured by the TELL Survey in the areas of Managing Student Conduct and Teacher Leadership.

Measurable Objective 1:

collaborate to improve in the area of managing student conduct from 67.8% to 80% by 05/31/2017 as measured by the results of the TELL survey..

Strategy 1:

Managing Student Conduct - This strategy will work to address the deficits our results on the TELL survey show in the area of managing student conduct and the impact it has on the working and learning environment for employees and students.

Category: Continuous Improvement

Activity - Student Handbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The student handbook (school code of conduct) will be revisited and revised to better meet the discipline needs of our school.	Policy and Process	01/01/2016	05/31/2017	\$0	No Funding Required	Principals, Teachers, SBDM members
Activity - Discipline Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A discipline committee will be established and will have representation from all departments to discuss student behavior and conduct concerns and to allow teachers input on how to handle these concerns.	Professional Learning, Behavioral Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Principals, Discipline Committee Members
Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal(s) will address this area of improvement through the PPGES performance Standard 4 which is Organizational Management in an effort to better use resources available to develop an action plan to improve in the area of managing student conduct.	Other - PPGES Performance Standard	01/04/2016	05/31/2017	\$0	No Funding Required	Principal(s)
Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on Domain 2 of the Framework for Teaching, specifically in the area of 2A "Creating an Environment of Respect and Rapport" to help improve the management of student conduct in a proactive manner.	Other - PGES	01/04/2016	05/31/2017	\$0	No Funding Required	Principals, Teachers

KDE Comprehensive School Improvement Plan

Russell County High School

Measurable Objective 2:

collaborate to improve in the area of teacher leadership from 68.3% to 80% by 05/31/2017 as measured by the results of the TELL Survey.

Strategy 1:

Teacher Leadership - Teacher Leadership will be a focus in an effort to improve in the particular area on the TELL survey and allow teachers to have more input in the school. Various activities will be implemented to include teacher voice, choice, and input on the decisions that directly affect them and their classrooms.

Category: Continuous Improvement

Activity - Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various committees will be established with representation from all content areas so that teachers have input on many of the decisions that affect them and the school at large.	Policy and Process	01/04/2016	05/31/2017	\$0	No Funding Required	Principals. Teachers

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal(s) will address this area of improvement through the PPGES performance Standard 2 which is School Climate in an effort to better empower teachers to share insight and opinions on decisions that are made which directly affects them and/or their classroom practice.	Other - PPGES Performance Standards	01/04/2016	05/31/2017	\$0	No Funding Required	Principals, Teachers

Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on Domain 4 of the Framework for Teaching, specifically in the area of 4D "Participating in a Professional Community" to help improve in the area of teacher leadership.	Other - PPGES	01/04/2016	05/31/2017	\$0	No Funding Required	Principals, Teachers

Goal 2: RCHS will increase the graduation rate to 92.9% by May 31, 2016.

Measurable Objective 1:

collaborate to increase the graduation rate to 92.6 by 05/31/2016 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 have fallen behind on credits in an effort to keep them in school and 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

Activity - Online Learning/Odysseyware	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

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.	Academic Support Program	08/11/2015	05/31/2016	\$16000	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 credits to graduate. Odysseyware online curriculum is used for this. Summer school is also used to give students in grade 9-11 a chance to recover credits that they are behind on in an effort to keep them in school and on track to graduate with their peers.	Direct Instruction, Academic Support Program	05/18/2016	06/30/2016	\$5000	State Funds	RCHS staff and administration
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	08/11/2015	05/31/2016	\$0	No Funding Required	RCHS 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.	Tutoring	08/11/2015	05/31/2016	\$8000	State Funds	RCHS Staff, Principal, ESS Coordinator
Activity - Drop Out Prevention Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee has been developed and meets regularly to review the persistence to graduation report and to identify students that are at risk for not graduating. The committee is comprised of school administration, instructional coach, guidance counselor, Superintendent, Director of Curriculum and Instruction, Instructional Supervisor, DoSE, DPP, a regular education teacher and a special education teacher. The group meets periodically and works to proactively develop plans to keep students in school and to graduate.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Administration, Teachers, Instructional Coach, Central office Staff, Counselor
Activity - Title VI Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has hired a Title VI interventionist and another half time interventionist to work with students on online classes that are doing personalized ,performance, work-based, and virtual credits in an effort to meet the needs of individual students and to remove barriers.	Direct Instruction	08/11/2015	05/31/2016	\$20000	Title VI	Principal, Director of Federal Programs

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Special Education Drop Out Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education teacher has been hired to assist with special education students that are at risk of not graduating. This teacher offers mentoring, monitoring, and instruction personalized to the schedule needs of the student to help make them successful and to graduate.	Direct Instruction	12/01/2015	05/31/2016	\$0	No Funding Required	Principal, DoSE, ECE Teacher
Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will utilize Principal Performance Standard One which relates to Instructional Leadership. The principal will use this performance standard to address the needs of drop-out prevention through innovative scheduling and personalized learning for at-risk students.	Other - PPGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)
Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Framework for Teaching, specifically Domain 3E "Demonstrating Flexibility and Responsiveness" to address drop out prevention to increase the graduation rate.	Other - PGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers
Activity - Technology/Online Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are at-risk for dropping out and requiring personalized scheduling have access to technology that has been purchased that they use to do online courses and earn credits towards graduation. ECE students also have technology that has been purchased for these laptops as well.	Academic Support Program	08/11/2015	05/31/2016	\$17200	IDEA, Title VI, State Funds	DoSE, Director of Curriculum and Instruction, Principal, Teachers

Goal 3: Increase the percentage of students who are college and/or career ready from 74.8% to 76.8% by May 31, 2016.

Measurable Objective 1:

demonstrate a proficiency to increase overall CCR learners scores from 96.5 to 100.0 by 05/31/2016 as measured by students graduating high school college and/or career ready.

Strategy 1:

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

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KOSSA teachers will individualize instruction to help students with testing.	Direct Instruction	08/11/2015	02/12/2016	\$0	No Funding Required	PLCS teachers
Activity - WIN Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIN Learning grant (computer based program) will be used to prep students for Work Keys and KOSSA assessments.	Technology	08/11/2015	05/31/2016	\$0	No Funding Required	PLCS teachers, LCATC teachers
Activity - Work Keys Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work Keys will be embedded in regular classroom instruction by all content teachers.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers, LCATC teachers and staff
Activity - College/Career Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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. The CCR counselor also partners with many local agencies and businesses to offer insight for career readiness in many different fields.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$55000	GRECC Race to the Top	GRREC, CCR Counselor
Activity - Industry Certificates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eight different Industry Certificate Programs are offered to students	Career Preparation/Orientation	08/11/2015	05/31/2016	\$0	No Funding Required	LCATC Staff
Activity - Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 and to build partnerships between the school and community.	Career Preparation/Orientation	01/04/2016	05/31/2016	\$0	No Funding Required	College and Career Counselor
Activity - Soft Skills Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Soft Skills Training where they will receive instruction related to soft skills and career readiness.	Career Preparation/Orientation	01/04/2016	05/31/2016	\$0	No Funding Required	GRREC/CCR Counselor

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Breakfast Club meets one morning a week to use online software to prep for KOSSA and Work Keys. Breakfast is served from off-campus.	Academic Support Program	10/12/2015	02/19/2016	\$1500	Race to the Top	GRREC, YSC Coordinator, Teachers, Principal, Instructional Coach
Activity - Career Mini One -Stop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
the school will partner with the LCADD to offer career guidance through a career mini one stop. Different students are met with each week for this initiative.	Community Engagement	08/11/2015	05/31/2016	\$0	No Funding Required	LCADD, Principal, CCR Counselor
Activity - FOCUS Career	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LCADD will assist with building resumes and building connections with future employers.	Other - Career Prep	12/01/2015	05/31/2016	\$0	No Funding Required	LCADD, Principal, CCR Counselor
Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal(s) will focus on the Principal Performance Standard 5 which relates to Communication and Community relations. The Principal will focus on building partnerships within the community to help with college and career readiness.	Community Engagement	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)
Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are exposed to high level curriculum in all content areas of the program review document. Students are exposed to guest speakers related to all different types of careers such as careers in the arts (local arts instructors), in practical living (local industries), and in writing (newspaper).. In addition, students have the opportunity to co-op in career areas which also is very beneficial.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal Teachers Instructional Coach

Strategy 2:

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

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Method Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online Test Prep	Academic Support Program	08/11/2014	05/29/2015	\$1000	State Funds	Core Content Teachers
Activity - Transitional Math Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre College Math is offered to students seeking college readiness.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Math Department
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI teachers offer intervention help to students that are significantly behind benchmark in the areas of reading and math. Research based software programs are used.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	RTI Teachers
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 Prep Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCHS has partnered with an ACT specialist to offer test prep courses for students to help them improve their ACT scores	Tutoring	01/04/2016	05/31/2016	\$20000	Other, Title VI	Stacy Anderson
Activity - Cambridge Practice ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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. In addition, we will also be giving the practice ACT to sophomores in the spring to track college readiness for these students as well. We will be giving the practice PLAN assessment to freshmen in the spring which is a predictor if how a student will perform on the ACT. We will utilize these results for instructional purposes and to meet RTI needs.	Academic Support Program	12/01/2015	05/31/2016	\$4000	Title VI	Principal, Teachers, Instructional Coach
Activity - ACT Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Breakfast club is designed to help students meet the benchmark in the area of reading on the ACT. Students that participate complete a weekly prep session where the complete a timed passage and learn strategies designed at boosting their score on the ACT.	Academic Support Program	10/05/2015	05/31/2016	\$1500	GRECC Race to the Top	Teachers, Instructional Coach, YSC Coordinator, GRREC

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - College Awareness/Informational Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
the CCR counselor organizes parent nights relating to college readiness and extrance, FAFSA workshops, field trips for various college visits, college fair attendance, assists students with ACT registration, and holds college application week.	Field Trip, Academic Support Program, Parent Involvement	08/11/2015	05/31/2016	\$0	No Funding Required	GRREC, CCR Counselor, YSC Coordinator

Activity - COMPASS Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The COMPASS test is given to seniors who haven't met college readiness benchmark as an alternate route to become college ready. The test can be taken two times.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Angela Emerson

Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the framework for teaching with a focus on the following areas 3A, 3B, 3C, and 3D which all relate to Instruction, in an effort to increase college readiness.	Other - TPGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers

Goal 4: Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 33% in 2012 to 54.1% in 2017.

Measurable Objective 1:

collaborate to have an increase in students scoring proficient or distunguished in the non-duplicated gap group from 34.5% to 47.5% by 05/31/2016 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	08/11/2015	05/31/2016	\$17000	State Funds	English Department

Activity - Learning Lab	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

Students that are significantly behind benchmark in reading and/or math receive quality remediation through research based software programs to meet them at their point of need. Programs used are Reading PLUS and ALEKS math.	Direct Instruction	08/11/2015	05/31/2016	\$11715	GRECC Race to the Top	Learning Lab teachers, District CIO
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	08/11/2015	05/31/2016	\$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	08/11/2015	05/31/2016	\$1150	Other	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	08/11/2015	05/31/2016	\$8000	State Funds	English Department, ESS Coordinator
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	01/04/2016	05/31/2016	\$0	No Funding Required	RCHS Staff and Administration
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	08/11/2015	05/31/2016	\$12000	Title VI, General Fund	English Department. Instructional Coach, Administration
Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal(s) will focus on Performance Standard One, Instructional Leadership to impact the students in the Non-Duplicated GAP group in an effort to promote increased achievement within this group of students and to close the gap. Principals will take an active role in classroom instruction through PLCs, walk-through observations and RTI to help facilitate this instructional outcome.	Other - PPGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Framework for Teaching to increase achievement with students in the non-duplicated GAP group. Teachers will specifically focus on the domain 3D which applies to analyzing assessments, offering feedback to students, and monitoring of student progress.	Other - PGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s), Teachers

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.

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	08/11/2015	05/31/2016	\$8000	State Funds	Math Department, ESS Coordinator

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	08/11/2015	05/31/2016	\$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 Algebra I, Geometry, and Algebra II.	Academic Support Program	08/11/2015	05/31/2016	\$12000	Title VI, General Fund	Math Department Teachers, Instructional Coach, Administration

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

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal(s) will focus on Performance Standard One, Instructional Leadership to impact the students in the Non-Duplicated GAP group in an effort to promote increased achievement within this group of students and to close the gap. Principals will take an active role in classroom instruction through PLCs, walk-through observations and RTI to help facilitate this instructional outcome.	Other - PPGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)

Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Framework for Teaching to increase achievement with students in the non-duplicated GAP group. Teachers will specifically focus on the domain 3D which applies to analyzing assessments, offering feedback to students, and monitoring of student progress.	Other - PGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s), 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 must attend/participate in training focused on suicide prevention.	Behavioral Support Program	10/01/2014	02/27/2015	\$0	No Funding Required	Principal, Director of Professional Development, Teachers

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 Speed of Trust."	Professional Learning	06/16/2015	06/17/2015	\$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	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, YSC, Cumberland Family Medical Staff

KDE Comprehensive School Improvement Plan

Russell County High School

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. This night provided students the opportunity to do performances and offered parents and guardians the opportunity to meet and communicate with their child's teachers.	Parent Involvement	11/17/2015	11/17/2015	\$0	No Funding Required	Principals, Instructional Coach, 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	07/01/2015	06/30/2016	\$350	Title III, Title I Part C	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	08/11/2015	12/18/2015	\$3000	State Funds, Title II Part A	Principal, Teachers, Director of Curriculum and Instruction, DoSE
Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal(s) will focus on Performance Standard 5, Communication and Community Relations, in an effort to partner with all stakeholders to help remove barriers for students and their academic success.	Community Engagement	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)
Activity - ECE Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Russell County High School

The DoSE will provide ten laptop computers to be used by the ECE department for intervention and instructional level support geared towards math and reading. This technology will also allow for the use of intervention software as well as benchmark testing and in class assignments and tasks that will improve student achievement in the students with disabilities sub-group.	Academic Support Program	01/04/2016	05/31/2016	\$10000	IDEA	DoSE, ECE Teachers, Instructional Coach
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Goal 5: Increase the averaged combined reading and math proficient K-PREP scores for Russell County High School from 42.5% to 57.9% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 51.9% combined in Reading and Math by 05/31/2016 as measured by K-PREP End of Course Assessments. .

Strategy 1:

Literacy Initiative - Teachers across all content classes recognize the importance of literacy. Teachers will meet in PLCs and use Plan, Do, Study, Act process to analyze student performance and achievement. All teachers are responsible for Tier 1 Interventions in the regular classroom setting. Timed, weekly readings will also be given school-wide to increase silent, sustained reading time and comprehension. We have increased the number of classes that are co-taught so that all students have access to the core curriculum. Discovery Education benchmark assessment results are used to guide instruction.

Category: Continuous Improvement

Activity - PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize common planning to plan instruction and assessments and to implement the "Plan, Do, Study, Act" process to analyze assessment data, track student performance, and share high yield strategies.	Professional Learning	01/04/2016	05/31/2016	\$0	No Funding Required	Principals, Teachers, Instructional Coach

Activity - Co-Teaching/Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Ed. teachers and Special Ed. teachers utilize common planning time to plan instruction to better help the diverse needs within the collaborative setting to ensure all students have access to the general curriculum.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, DoSE, Genral Ed. Teachers, ECE Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and after school tutoring services are available for struggling students.	Tutoring	08/11/2015	05/31/2016	\$8000	State Funds	Principal, Teachers, ESS Coordiinators

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are invited to attend Breakfast club which focuses on literacy strategies geared towards meeting benchmark in Reading on the ACT. Students that attend receive breakfast from off campus.	Academic Support Program	10/12/2015	05/31/2016	\$1500	GRECC Race to the Top	Teachers, Principal, YSC Coordinator, Instructional Coach
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers provide Tier 1 RTI instruction to students that are behind benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal
Activity - Springboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Springboard is a Pre-AP research-based curriculum utilized for all English classes that offers rigorous and challenging curriculum to push students towards proficiency.	Academic Support Program	08/11/2015	05/31/2016	\$17000	State Funds	English Teachers, Principal, SBDM
Activity - Practice/Off-Grade Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th, 10th, and 11th grade students are all given practice ACT/PLAN assessments through Cambridge Educational Services to track college readiness and to inform classroom instruction.	Academic Support Program	12/01/2015	05/31/2016	\$8000	Title VI	Teachers, Director of Curriculum and Instruction, Instructional Coach, Principal
Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal(s) will focus on Performance Standard 1, Instructional Leadership, and foster an environment that promotes student achievement and proficiency in reading.	Other - PPGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)
Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time and the Plan, Do, Study. Act process to analyze assessments and to drive instruction to increase proficiency in reading. this specifically relates to Domain One of the Framework for Teaching.	Other - PGES	01/04/2016	05/31/2016	\$0	No Funding Required	Principal(s), Teachers, Instructional Coach

KDE Comprehensive School Improvement Plan

Russell County High School

Strategy 2:

Math Initiative - Teachers will meet in PLCs and use Plan, Do, Study, Act process to analyze student performance and achievement. All teachers are responsible for Tier 1 Interventions in the regular classroom setting. Students that are significantly behind in math have an intervention period to use a research based software remediation program. We have increased the number of classes that are co-taught so that all students have access to the core curriculum. Discovery Education benchmark assessment results are used to guide instruction.

Category: Continuous Improvement

Activity - PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize common planning to plan instruction and assessments and to implement the "Plan, Do, Study, Act" process to analyze assessment data, track student performance, and share high yield strategies.	Professional Learning	01/04/2016	05/31/2016	\$0	No Funding Required	Teachers, Principal, Instructional Coach

Activity - Co-Teaching/Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Ed. teachers and Special Ed. teachers utilize common planning time to plan instruction to better help the diverse needs within the collaborative setting to ensure all students have access to the general curriculum.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, DoSE, General Ed. teachers, ECE Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and after school tutoring services are available for struggling students.	Tutoring	08/11/2015	05/31/2016	\$8000	State Funds	Teachers, Principal, ESS Coordinator

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers provide Tier 1 RTI instruction to students that are behind benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Many math teachers attended the NCTM conference and gained valuable insight on improving their classroom practice. Two teachers also attended the PIMSER ACT Boot camp training designed to help improve college readiness in math.	Professional Learning	11/01/2015	11/30/2015	\$7000	Title II Part A, State Funds	Teachers, Principal, District PD Coordinator

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Practice/Off-Grade Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th, 10th, and 11th grade students are all given practice ACT/PLAN assessments through Cambridge Educational Services to track college readiness and to inform classroom instruction.	Academic Support Program	12/01/2015	05/31/2016	\$8000	Title VI	Teachers, Director of Curriculum and Instruction, Instructional Coach, Principal

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal(s) will focus on Performance Standard 1, Instructional Leadership and foster an environment that promotes student achievement and proficiency in math.	Other - PPGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)

Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time and the Plan, Do, Study. Act process to analyze assessments and to drive instruction to increase proficiency in math. this specifically relates to Domain One of the Framework for Teaching.	Other - PGES	01/04/2016	05/31/2016	\$0	No Funding Required	Principal(s), Teachers, Instructional Coach

Goal 6: RCHS will reduce the total number of students scoring novice in combined reading and math by 10% by May 31, 2016.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring Novice in reading from 41% to 36% and in math from 28.4% to 25.6% by 05/31/2016 as measured by K-PREP End of Course Assessments.

Strategy 1:

Reading Novice Reduction - Activities involved with this strategy will focus on reducing the number of students scoring novice in the area of reading. Key Core Work Processes that will be involved are Design and Deploy Standards, Design and Deliver Instruction, Design and Deliver Assessment Literacy, Review, Analyze and Apply Data Results, Design, Align, and Deliver Support Processes, Establish a Learning Culture and Environment, and Align Community Support Partners.

Category: Continuous Improvement

Activity - Laker Literacy	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

Timed reading passages will be completed weekly for students to improve in the area of reading comprehension in an effort to reduce students scoring in novice.	Academic Support Program	01/04/2016	05/31/2016	\$0	No Funding Required	Principal(s), Teachers, Instructional Coach
Activity - Learning Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are significantly behind in the area of reading receive a remedial class using research based software to improve their reading level and comprehension. Students with IEPs have Learning Lab with their case manager to use this program as well as instructional level direct instruction.	Academic Support Program	08/11/2015	05/31/2016	\$7000	GRECC Race to the Top	GRREC, Principal(s), Teachers, Instructional Coach, District CIO
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to analyze both common assessments and benchmark testing results to get an idea of what percentage of students are performing at the Novice level and to target these kids to move them forward.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s), Teachers, Instructional Coach
Activity - Plan-Do-Study-Act	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to implement the PDSA process to project instructional unit and common assessments, discuss high yield strategies, analyze assessment results, and plan for students that aren't performing at the proficient level.	Professional Learning	01/04/2016	05/31/2016	\$0	No Funding Required	Principal(s), Teachers, Instructional Coach
Activity - Co-Teaching Follow-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will have follow-up coaching sessions with a representative from GRREC to support co-teaching in the classroom. The consultant will observe the co-taught classrooms and then debrief and offer suggestions for improvement to better meet the individual needs of all students.	Academic Support Program, Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	GRREC, DoSE, Principal(s), Teachers, Instructional Coach
Activity - District Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of a district initiative, teachers will develop curriculum maps/pacing guides, develop common assessments, and develop lesson plans to ensure the level of the standards are met and that assessments are congruent to the standards.	Direct Instruction, Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s), Teachers
Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Russell County High School

Principals will focus on Performance Standard 1 to serve in the capacity as Instructional leaders within the school. This will be reflected in their participation in PLCs, data analysis, and observation data to ensure that all students are receiving high level instruction within the classroom.	Other - PPGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)
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Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Framework for teaching to improve student achievement and reduce the number of students that are scoring novice. Specifically, teachers will focus on Domains 1 and 3 (Planning and Instruction) to ensure quality instruction and assessments are planned and that assessment data is analyzed and monitored to drive instructional practices.	Other - PGES	08/11/2015	05/01/2016	\$0	No Funding Required	Principal(s), Teachers

Activity - Effectiveness Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district effectiveness coach is available and works with teachers on their self-reflections, professional growth goals, and student growth goal setting. This positively affects academic achievement. As their practice improves, student achievement should in-turn improve as well.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	District Effectiveness Coach

Strategy 2:

Math Novice Reduction - Activities involved with this strategy will focus on reducing the number of students scoring novice in the area of math. Key Core Work Processes that will be involved are Design and Deploy Standards, Design and Deliver Instruction, Design and Deliver Assessment Literacy, Review, Analyze and Apply Data Results, Design, Align, and Deliver Support Processes, Establish a Learning Culture and Environment, and Align Community Support Partners.

Category: Continuous Improvement

Activity - Learning Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are significantly behind in the area of reading receive a remedial class using research based software to improve their performance in math. Students with IEPs have Learning Lab with their case manager to use this program as well as instructional level direct instruction.	Academic Support Program	08/11/2015	05/31/2016	\$7000	GRECC Race to the Top	GRREC, Principal(s), Teachers, Instructional Coach, District CIO

Activity - Plan-Do-Study-Act	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to implement the PDSA process to project instructional unit and common assessments, discuss high yield strategies, analyze assessment results, and plan for students that aren't performing at the proficient level.	Professional Learning	01/04/2016	05/31/2016	\$0	No Funding Required	Principal(s), Teachers, Instructional Coach

Activity - PLCs	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 use PLC time to analyze both common assessments and benchmark testing results to get an idea of what percentage of students are performing at the Novice level and to target these kids to move them forward.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s), Teachers, Instructional Coach
Activity - Co-Teaching Follow-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will have follow-up coaching sessions with a representative from GRREC to support co-teaching in the classroom. The consultant will observe the co-taught classrooms and then debrief and offer suggestions for improvement to better meet the individual needs of all students.	Academic Support Program, Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	GRREC, DoSe, Principal(s), Teachers, Instructional Coach
Activity - District Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of a district initiative, teachers will develop curriculum maps/pacing guides, develop common assessments, and develop lesson plans to ensure the level of the standards are met and that assessments are congruent to the standards.	Direct Instruction, Academic Support Program	08/11/2015	05/31/2016	\$0	Memorial Funds	Principal(s), Teachers
Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will focus on Performance Standard 1 to serve in the capacity as Instructional leaders within the school. this will be reflected in their participation in PLCs, data analysis, and observation data to ensure that all students are receiving high level instruction within the classroom.	Other - PPGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s)
Activity - TPGES Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Framework for teaching to improve student achievement and reduce the number of students that are scoring novice. Specifically, teachers will focus on Domains 1 and 3 (Planning and Instruction) to ensure quality instruction and assessments are planned and that assessment data is analyzed and monitored to drive instructional practices.	Other - PGES	08/11/2015	05/31/2016	\$0	No Funding Required	Principal(s), Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Memorial Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Initiatives	As part of a district initiative, teachers will develop curriculum maps/pacing guides, develop common assessments, and develop lesson plans to ensure the level of the standards are met and that assessments are congruent to the standards.	Direct Instruction, Academic Support Program	08/11/2015	05/31/2016	\$0	Principal(s), Teachers
Total					\$0	

General Fund

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	08/11/2015	05/31/2016	\$8000	English Department. Instructional Coach, Administration
Discovery Education Benchmarking	Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in Algebra I, Geometry, and Algebra II.	Academic Support Program	08/11/2015	05/31/2016	\$8000	Math Department Teachers, Instructional Coach, Administration
Total					\$16000	

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	

KDE Comprehensive School Improvement Plan

Russell County High School

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Before and after school tutoring services are available for struggling students.	Tutoring	08/11/2015	05/31/2016	\$8000	Principal, Teachers, ESS Coordinators
Springboard	Springboard is a Pre-AP research-based curriculum utilized for all English classes that offers rigorous and challenging curriculum to push students towards proficiency.	Academic Support Program	08/11/2015	05/31/2016	\$17000	English Teachers, Principal, SBDM
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	08/11/2015	05/31/2016	\$8000	Math Department, ESS Coordinator
Technology/Online Learning	Students that are at-risk for dropping out and requiring personalized scheduling have access to technology that has been purchased that they use to do online courses and earn credits towards graduation. ECE students also have technology that has been purchased for these laptops as well.	Academic Support Program	08/11/2015	05/31/2016	\$2700	DoSE, Director of Curriculum and Instruction, Principal, Teachers
Summer School	Summer school is offered as a route to graduation for students that lack credits to graduate. Odysseyware online curriculum is used for this. Summer school is also used to give students in grade 9-11 a chance to recover credits that they are behind on in an effort to keep them in school and on track to graduate with their peers.	Direct Instruction, Academic Support Program	05/18/2016	06/30/2016	\$5000	RCCHS staff and administration
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	08/11/2015	05/31/2016	\$17000	English Department
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	08/11/2015	05/31/2016	\$8000	English Department, ESS Coordinator
Online Learning/Odysseyware	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.	Academic Support Program	08/11/2015	05/31/2016	\$16000	RCCHS Staff
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.	Tutoring	08/11/2015	05/31/2016	\$8000	RCCHS Staff, Principal, ESS Coordinator

KDE Comprehensive School Improvement Plan

Russell County High School

ESS	Before and after school tutoring services are available for struggling students.	Tutoring	08/11/2015	05/31/2016	\$8000	Teachers, Principal, ESS Coordinator
Method Test Prep	Online Test Prep	Academic Support Program	08/11/2014	05/29/2015	\$1000	Core Content Teachers
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	08/11/2015	12/18/2015	\$1000	Principal, Teachers, Director of Curriculum and Instruction, DoSE
Professional Learning	Many math teachers attended the NCTM conference and gained valuable insight on improving their classroom practice. Two teachers also attended the PIMSER ACT Boot camp training designed to help improve college readiness in math.	Professional Learning	11/01/2015	11/30/2015	\$2000	Teachers, Principal, District PD Coordinator
Total					\$101700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
COMPASS Testing	The COMPASS test is given to seniors who haven't met college readiness benchmark as an alternate route to become college ready. The test can be taken two times.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, Angela Emerson
Co-Teaching/Collaborative	General Ed. teachers and Special Ed. teachers utilize common planning time to plan instruction to better help the diverse needs within the collaborative setting to ensure all students have access to the general curriculum.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, DoSE, General Ed. teachers, ECE Teachers
RTI	All teachers provide Tier 1 RTI instruction to students that are behind benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, Teachers
PPGES Initiative	Principal(s) will focus on Performance Standard One, Instructional Leadership to impact the students in the Non-Duplicated GAP group in an effort to promote increased achievement within this group of students and to close the gap. Principals will take an active role in classroom instruction through PLCs, walk-through observations and RTI to help facilitate this instructional outcome.	Other - PPGES	08/11/2015	05/31/2016	\$0	Principal(s)

KDE Comprehensive School Improvement Plan

Russell County High School

PPGES Initiative	The principal(s) will address this area of improvement through the PPGES performance Standard 4 which is Organizational Management in an effort to better use resources available to develop an action plan to improve in the area of managing student conduct.	Other - PPGES Performance Standard	01/04/2016	05/31/2017	\$0	Principal(s)
PPGES Initiative	The principal(s) will focus on the Principal Performance Standard 5 which relates to Communication and Community relations. The Principal will focus on building partnerships within the community to help with college and career readiness.	Community Engagement	08/11/2015	05/31/2016	\$0	Principal(s)
TPGES Initiative	Teachers will focus on Domain 2 of the Framework for Teaching, specifically in the area of 2A "Creating an Environment of Respect and Rapport" to help improve the management of student conduct in a proactive manner.	Other - PGES	01/04/2016	05/31/2017	\$0	Principals, Teachers
TPGES Initiative	Teachers will use the Framework for Teaching to increase achievement with students in the non-duplicated GAP group. Teachers will specifically focus on the domain 3D which applies to analyzing assessments, offering feedback to students, and monitoring of student progress.	Other - PGES	08/11/2015	05/31/2016	\$0	Principal(s), Teachers
PLC Time	Teachers utilize common planning to plan instruction and assessments and to implement the "Plan, Do, Study, Act" process to analyze assessment data, track student performance, and share high yield strategies.	Professional Learning	01/04/2016	05/31/2016	\$0	Teachers, Principal, Instructional Coach
TPGES Initiative	Teachers will use PLC time and the Plan, Do, Study, Act process to analyze assessments and to drive instruction to increase proficiency in math. this specifically relates to Domain One of the Framework for Teaching.	Other - PGES	01/04/2016	05/31/2016	\$0	Principal(s), Teachers, Instructional Coach
Student Handbook	The student handbook (school code of conduct) will be revisited and revised to better meet the discipline needs of our school.	Policy and Process	01/01/2016	05/31/2017	\$0	Principals, Teachers, SBDM members
Special Education Drop Out Prevention	A special education teacher has been hired to assist with special education students that are at risk of not graduating. This teacher offers mentoring, monitoring, and instruction personalized to the schedule needs of the student to help make them successful and to graduate.	Direct Instruction	12/01/2015	05/31/2016	\$0	Principal, DoSE, ECE Teacher
Program Reviews	Students are exposed to high level curriculum in all content areas of the program review document. Students are exposed to guest speakers related to all different types of careers such as careers in the arts (local arts instructors), in practical living (local industries), and in writing (newspaper).. In addition, students have the opportunity to co-op in career areas which also is very beneficial.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal Teachers Instructional Coach
Co-Teaching/Collaborative	General Ed. teachers and Special Ed. teachers utilize common planning time to plan instruction to better help the diverse needs within the collaborative setting to ensure all students have access to the general curriculum.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, DoSE, Genral Ed. Teachers, ECE Teachers

KDE Comprehensive School Improvement Plan

Russell County High School

Work Keys Practice	Work Keys will be embedded in regular classroom instruction by all content teachers.	Direct Instruction	08/11/2015	05/31/2016	\$0	Teachers, LCATC teachers and staff
TPGES Initiative	Teachers will focus on Domain 4 of the Framework for Teaching, specifically in the area of 4D "Participating in a Professional Community" to help improve in the area of teacher leadership.	Other - PGES	01/04/2016	05/31/2017	\$0	Principals, Teachers
KOSSA Test Prep	KOSSA teachers will individualize instruction to help students with testing.	Direct Instruction	08/11/2015	02/12/2016	\$0	PLCS teachers
PPGES Initiative	The principal(s) will address this area of improvement through the PPGES performance Standard 2 which is School Climate in an effort to better empower teachers to share insight and opinions on decisions that are made which directly affects them and/or their classroom practice.	Other - PPGES Performance Standards	01/04/2016	05/31/2017	\$0	Principals, 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	08/11/2015	05/31/2016	\$0	English Department and ECE Department
Discipline Committee	A discipline committee will be established and will have representation from all departments to discuss student behavior and conduct concerns and to allow teachers input on how to handle these concerns.	Professional Learning, Behavioral Support Program	01/04/2016	05/31/2017	\$0	Principals, Discipline Committee Members
TPGES Initiative	Teachers will utilize the framework for teaching with a focus on the following areas 3A, 3B, 3C, and 3D which all relate to Instruction, in an effort to increase college readiness.	Other - TPGES	08/11/2015	05/31/2016	\$0	Principal, Teachers
PPGES Initiative	Principal(s) will focus on Performance Standard 1, Instructional Leadership, and foster an environment that promotes student achievement and proficiency in reading.	Other - PPGES	08/11/2015	05/31/2016	\$0	Principal(s)
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. This night provided students the opportunity to do performances and offered parents and guardians the opportunity to meet and communicate with their child's teachers.	Parent Involvement	11/17/2015	11/17/2015	\$0	Principals, Instructional Coach, Teachers
PPGES Initiative	Principals will utilize Principal Performance Standard One which relates to Instructional Leadership. The principal will use this performance standard to address the needs of drop-out prevention through innovative scheduling and personalized learning for at-risk students.	Other - PPGES	08/11/2015	05/31/2016	\$0	Principal(s)

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	08/11/2015	05/31/2016	\$0	Math Department Teachers, ECE Teachers
Laker Literacy	Every student will participate in sustained silent reading time in an effort to increase reading performance and comprehension.	Academic Support Program	01/04/2016	05/31/2016	\$0	RGHS Staff and Administration
PPGES Initiative	Principals will focus on Performance Standard 1 to serve in the capacity as Instructional leaders within the school. this will be reflected in their participation in PLCs, data analysis, and observation data to ensure that all students are receiving high level instruction within the classroom.	Other - PPGES	08/11/2015	05/31/2016	\$0	Principal(s)
Transitional Math Courses	Pre College Math is offered to students seeking college readiness.	Direct Instruction	08/11/2015	05/31/2016	\$0	Math Department
PLCs	Teachers will use PLC time to analyze both common assessments and benchmark testing results to get an idea of what percentage of students are performing at the Novice level and to target these kids to move them forward.	Professional Learning	08/11/2015	05/31/2016	\$0	Principal(s), Teachers, Instructional Coach
FOCUS Career	LCADD will assist with building resumes and building connections with future employers.	Other - Career Prep	12/01/2015	05/31/2016	\$0	LCADD, Principal, CCR Counselor
PPGES Initiative	Principals will focus on Performance Standard 1 to serve in the capacity as Instructional leaders within the school. This will be reflected in their participation in PLCs, data analysis, and observation data to ensure that all students are receiving high level instruction within the classroom.	Other - PPGES	08/11/2015	05/31/2016	\$0	Principal(s)
TPGES Initiative	Teachers will use PLC time and the Plan, Do, Study. Act process to analyze assessments and to drive instruction to increase proficiency in reading. this specifically relates to Domain One of the Framework for Teaching.	Other - PPGES	01/04/2016	05/31/2016	\$0	Principal(s), Teachers, Instructional Coach
RTI	All teachers provide Tier 1 RTI instruction to students that are behind benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers, Principal
PPGES Initiative	Principal(s) will focus on Performance Standard 5, Communication and Community Relations, in an effort to partner with all stakeholders to help remove barriers for students and their academic success.	Community Engagement	08/11/2015	05/31/2016	\$0	Principal(s)
Leader in Me Training	School staff participated in training regarding "The Speed of Trust."	Professional Learning	06/16/2015	06/17/2015	\$0	Principal, Certified and Classified Staff

KDE Comprehensive School Improvement Plan

Russell County High School

TPGES Initiative	Teachers will utilize the Framework for teaching to improve student achievement and reduce the number of students that are scoring novice. Specifically, teachers will focus on Domains 1 and 3 (Planning and Instruction) to ensure quality instruction and assessments are planned and that assessment data is analyzed and monitored to drive instructional practices.	Other - PGES	08/11/2015	05/01/2016	\$0	Principal(s), Teachers
District Initiatives	As part of a district initiative, teachers will develop curriculum maps/pacing guides, develop common assessments, and develop lesson plans to ensure the level of the standards are met and that assessments are congruent to the standards.	Direct Instruction, Academic Support Program	08/11/2015	05/31/2016	\$0	Principal(s), Teachers
Co-Teaching Follow-Up	ECE teachers will have follow-up coaching sessions with a representative from GRREC to support co-teaching in the classroom. The consultant will observe the co-taught classrooms and then debrief and offer suggestions for improvement to better meet the individual needs of all students.	Academic Support Program, Professional Learning	08/11/2015	05/31/2016	\$0	GRREC, DoSe, Principal(s), Teachers, Instructional Coach
Committees	Various committees will be established with representation from all content areas so that teachers have input on many of the decisions that affect them and the school at large.	Policy and Process	01/04/2016	05/31/2017	\$0	Principals, Teachers
PPGES Initiative	Principal(s) will focus on Performance Standard One, Instructional Leadership to impact the students in the Non-Duplicated GAP group in an effort to promote increased achievement within this group of students and to close the gap. Principals will take an active role in classroom instruction through PLCs, walk-through observations and RTI to help facilitate this instructional outcome.	Other - PPGES	08/11/2015	05/31/2016	\$0	Principal(s)
Industry Certificates	Eight different Industry Certificate Programs are offered to students	Career Preparation/Orientation	08/11/2015	05/31/2016	\$0	LCATC Staff
TPGES Initiative	Teachers will utilize the Framework for Teaching, specifically Domain 3E "Demonstrating Flexibility and Responsiveness" to address drop out prevention to increase the graduation rate.	Other - PGES	08/11/2015	05/31/2016	\$0	Principal, Teachers
Plan-Do-Study-Act	Teachers will use PLC time to implement the PDSA process to project instructional unit and common assessments, discuss high yield strategies, analyze assessment results, and plan for students that aren't performing at the proficient level.	Professional Learning	01/04/2016	05/31/2016	\$0	Principal(s), Teachers, Instructional Coach
Drop Out Prevention Committee	A committee has been developed and meets regularly to review the persistence to graduation report and to identify students that are at risk for not graduating. The committee is comprised of school administration, instructional coach, guidance counselor, Superintendent, Director of Curriculum and Instruction, Instructional Supervisor, DoSE, DPP, a regular education teacher and a special education teacher. The group meets periodically and works to proactively develop plans to keep students in school and to graduate.	Academic Support Program	08/11/2015	05/31/2016	\$0	Administration, Teachers, Instructional Coach, Central office Staff, Counselor

KDE Comprehensive School Improvement Plan

Russell County High School

Laker Literacy	Timed reading passages will be completed weekly for students to improve in the area of reading comprehension in an effort to reduce students scoring in novice.	Academic Support Program	01/04/2016	05/31/2016	\$0	Principal(s), Teachers, Instructional Coach
Suicide Prevention	Students and certified staff all must attend/participate in training focused on suicide prevention.	Behavioral Support Program	10/01/2014	02/27/2015	\$0	Principal, Director of Professional Development, Teachers
PLC Time	Teachers utilize common planning to plan instruction and assessments and to implement the "Plan, Do, Study, Act" process to analyze assessment data, track student performance, and share high yield strategies.	Professional Learning	01/04/2016	05/31/2016	\$0	Principals, Teachers, Instructional Coach
Career Fair	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 and to build partnerships between the school and community.	Career Preparation/Orientation	01/04/2016	05/31/2016	\$0	College and Career Counselor
PLCs	Teachers will use PLC time to analyze both common assessments and benchmark testing results to get an idea of what percentage of students are performing at the Novice level and to target these kids to move them forward.	Professional Learning	08/11/2015	05/31/2016	\$0	Principal(s), Teachers, Instructional Coach
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	08/11/2015	05/31/2016	\$0	Principal, YSC, Cumberland Family Medical Staff
RTI	RTI teachers offer intervention help to students that are significantly behind benchmark in the areas of reading and math. Research based software programs are used.	Academic Support Program	08/11/2015	05/31/2016	\$0	RTI Teachers
Co-Teaching Follow-Up	ECE teachers will have follow-up coaching sessions with a representative from GRREC to support co-teaching in the classroom. The consultant will observe the co-taught classrooms and then debrief and offer suggestions for improvement to better meet the individual needs of all students.	Academic Support Program, Professional Learning	08/11/2015	05/31/2016	\$0	GRREC, DoSE, Principal(s), Teachers, Instructional Coach
Plan-Do-Study-Act	Teachers will use PLC time to implement the PDSA process to project instructional unit and common assessments, discuss high yield strategies, analyze assessment results, and plan for students that aren't performing at the proficient level.	Professional Learning	01/04/2016	05/31/2016	\$0	Principal(s), Teachers, Instructional Coach
WIN Learning	WIN Learning grant (computer based program) will be used to prep students for Work Keys and KOSSA assessments.	Technology	08/11/2015	05/31/2016	\$0	PLCS teachers, LCATC teachers

KDE Comprehensive School Improvement Plan

Russell County High School

TPGES Initiative	Teachers will use the Framework for Teaching to increase achievement with students in the non-duplicated GAP group. Teachers will specifically focus on the domain 3D which applies to analyzing assessments, offering feedback to students, and monitoring of student progress.	Other - PGES	08/11/2015	05/31/2016	\$0	Principal(s), Teachers
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	08/11/2015	05/31/2016	\$0	RCHS administration, Guidance Counselors
College Awareness/Informational Support	the CCR counselor organizes parent nights relating to college readiness and entrance, FAFSA workshops, field trips for various college visits, college fair attendance, assists students with ACT registration, and holds college application week.	Field Trip, Academic Support Program, Parent Involvement	08/11/2015	05/31/2016	\$0	GRREC, CCR Counselor, YSC Coordinator
TPGES Initiative	Teachers will utilize the Framework for teaching to improve student achievement and reduce the number of students that are scoring novice. Specifically, teachers will focus on Domains 1 and 3 (Planning and Instruction) to ensure quality instruction and assessments are planned and that assessment data is analyzed and monitored to drive instructional practices.	Other - PGES	08/11/2015	05/31/2016	\$0	Principal(s), Teachers
Effectiveness Coach	The district effectiveness coach is available and works with teachers on their self-reflections, professional growth goals, and student growth goal setting. This positively affects academic achievement. As their practice improves, student achievement should in-turn improve as well.	Professional Learning	08/11/2015	05/31/2016	\$0	District Effectiveness Coach
Soft Skills Training	Students will participate in Soft Skills Training where they will receive instruction related to soft skills and career readiness.	Career Preparation/Orientation	01/04/2016	05/31/2016	\$0	GRREC/CCR Counselor
PPGES Initiative	Principal(s) will focus on Performance Standard 1, Instructional Leadership and foster an environment that promotes student achievement and proficiency in math.	Other - PPGES	08/11/2015	05/31/2016	\$0	Principal(s)
Career Mini One -Stop	the school will partner with the LCADD to offer career guidance through a career mini one stop. Different students are met with each week for this initiative.	Community Engagement	08/11/2015	05/31/2016	\$0	LCADD, Principal, CCR Counselor
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Russell County High School

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	07/01/2015	06/30/2016	\$100	EL/Migrant Instructor, District EL/Migrant Contact
Total					\$100	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology/Online Learning	Students that are at-risk for dropping out and requiring personalized scheduling have access to technology that has been purchased that they use to do online courses and earn credits towards graduation. ECE students also have technology that has been purchased for these laptops as well.	Academic Support Program	08/11/2015	05/31/2016	\$8000	DoSE, Director of Curriculum and Instruction, Principal, Teachers
ECE Technology	The DoSE will provide ten laptop computers to be used by the ECE department for intervention and instructional level support geared towards math and reading. This technology will also allow for the use of intervention software as well as benchmark testing and in class assignments and tasks that will improve student achievement in the students with disabilities sub-group.	Academic Support Program	01/04/2016	05/31/2016	\$10000	DoSE, ECE Teachers, Instructional Coach
Total					\$18000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/11/2015	05/31/2016	\$1150	English Department
ACT Prep Course	RCBS has partnered with an ACT specialist to offer test prep courses for students to help them improve their ACT scores	Tutoring	01/04/2016	05/31/2016	\$10000	Stacy Anderson
ESS	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	ESS Teachers
Total					\$19150	

KDE Comprehensive School Improvement Plan

Russell County High School

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	07/01/2015	06/30/2016	\$250	EL/Migrant Instructor, District EL/Migrant Contact
Total					\$250	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Breakfast Club	The Breakfast Club meets one morning a week to use online software to prep for KOSSA and Work Keys. Breakfast is served from off-campus.	Academic Support Program	10/12/2015	02/19/2016	\$1500	GRREC, YSC Coordinator, Teachers, Principal, Instructional Coach
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
Total					\$4736	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/11/2015	12/18/2015	\$2000	Principal, Teachers, Director of Curriculum and Instruction, DoSE
Professional Learning	Many math teachers attended the NCTM conference and gained valuable insight on improving their classroom practice. Two teachers also attended the PIMSER ACT Boot camp training designed to help improve college readiness in math.	Professional Learning	11/01/2015	11/30/2015	\$5000	Teachers, Principal, District PD Coordinator

KDE Comprehensive School Improvement Plan

Russell County High School

Total \$7000

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Labs	Students that are significantly behind in the area of reading receive a remedial class using research based software to improve their performance in math. Students with IEPs have Learning Lab with their case manager to use this program as well as instructional level direct instruction.	Academic Support Program	08/11/2015	05/31/2016	\$7000	GRREC, Principal(s), Teachers, Instructional Coach, District CIO
College/Career Counselor	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. The CCR counselor also partners with many local agencies and businesses to offer insight for career readiness in many different fields.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$55000	GRREC, CCR Counselor
Learning Labs	Students that are significantly behind in the area of reading receive a remedial class using research based software to improve their reading level and comprehension. Students with IEPs have Learning Lab with their case manager to use this program as well as instructional level direct instruction.	Academic Support Program	08/11/2015	05/31/2016	\$7000	GRREC, Principal(s), Teachers, Instructional Coach, District CIO
ACT Breakfast Club	The Breakfast club is designed to help students meet the benchmark in the area of reading on the ACT. Students that participate complete a weekly prep session where they complete a timed passage and learn strategies designed at boosting their score on the ACT.	Academic Support Program	10/05/2015	05/31/2016	\$1500	Teachers, Instructional Coach, YSC Coordinator, GRREC
Breakfast Club	All students are invited to attend Breakfast club which focuses on literacy strategies geared towards meeting benchmark in Reading on the ACT. Students that attend receive breakfast from off campus.	Academic Support Program	10/12/2015	05/31/2016	\$1500	Teachers, Principal, YSC Coordinator, Instructional Coach
Learning Lab	Students that are significantly behind benchmark in reading and/or math receive quality remediation through research based software programs to meet them at their point of need. Programs used are Reading PLUS and ALEKS math.	Direct Instruction	08/11/2015	05/31/2016	\$11715	Learning Lab teachers, District CIO
Total					\$83715	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Russell County High School

Practice/Off-Grade Testing	9th, 10th, and 11th grade students are all given practice ACT/PLAN assessments through Cambridge Educational Services to track college readiness and to inform classroom instruction.	Academic Support Program	12/01/2015	05/31/2016	\$8000	Teachers, Director of Curriculum and Instruction, Instructional Coach, Principal
Discovery Education Benchmarking	Discovery Education benchmark tests are administered throughout the school year to help teachers and students monitor their performance in Algebra I, Geometry, and Algebra II.	Academic Support Program	08/11/2015	05/31/2016	\$4000	Math Department Teachers, Instructional Coach, Administration
Practice/Off-Grade Testing	9th, 10th, and 11th grade students are all given practice ACT/PLAN assessments through Cambridge Educational Services to track college readiness and to inform classroom instruction.	Academic Support Program	12/01/2015	05/31/2016	\$8000	Teachers, Director of Curriculum and Instruction, Instructional Coach, Principal
Technology/Online Learning	Students that are at-risk for dropping out and requiring personalized scheduling have access to technology that has been purchased that they use to do online courses and earn credits towards graduation. ECE students also have technology that has been purchased for these laptops as well.	Academic Support Program	08/11/2015	05/31/2016	\$6500	DoSE, Director of Curriculum and Instruction, Principal, Teachers
Cambridge Practice ACT	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. In addition, we will also be giving the practice ACT to sophomores in the spring to track college readiness for these students as well. We will be giving the practice PLAN assessment to freshmen in the spring which is a predictor of how a student will perform on the ACT. We will utilize these results for instructional purposes and to meet RTI needs.	Academic Support Program	12/01/2015	05/31/2016	\$4000	Principal, Teachers, Instructional Coach
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	08/11/2015	05/31/2016	\$4000	English Department, Instructional Coach, Administration
Title VI Interventionists	The district has hired a Title VI interventionist and another half time interventionist to work with students on online classes that are doing personalized ,performance, work-based, and virtual credits in an effort to meet the needs of individual students and to remove barriers.	Direct Instruction	08/11/2015	05/31/2016	\$20000	Principal, Director of Federal Programs

KDE Comprehensive School Improvement Plan

Russell County High School

ACT Prep Course	RCHS has partnered with an ACT specialist to offer test prep courses for students to help them improve their ACT scores	Tutoring	01/04/2016	05/31/2016	\$10000	Stacy Anderson
					Total	\$64500

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 12, 2015 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. In addition, small group, content specific, PLCs were held with the principal and instructional coach to complete a district data analysis tool. This provided the opportunity to truly see where our specific areas of strength are at and to identify the areas that we need to improve in.

After completion of this tool, our school was able to see that one significant area that we must improve in is reading. We had over 40% of our students scoring in the novice category based on the results of our KPREP End of Course assessments. We know that this will greatly impact our achievement in all areas if reading is not addressed. We have implemented intense RTI periods for students that are significantly behind in reading and content area reading is emphasized school wide.

Our data also shows that we have some significant gaps in our students with disabilities population. Collaboration, specially designed instruction, and co-teaching all must be used effectively to improve our performance in this subgroup. Although we had some significant gains in this area and even met our delivery targets in some instances, we are still behind the state average in most al areas.

Closing the gap between students is an on-going process and multiple strategies have been implemented. Sustained reading time will be 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 held to implement the roles of co-teaching in the classroom. Our school is also receiving co-teaching coaching sessions from a special education consultant ate our co-op.

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. Although we haven't formally given the student voice yet this year, we know that our previous results showed that 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 portion of 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 a highly qualified staff that has a solid grasp on their individual content area and our entire staff is committed to school improvement. One of our largest strengths is our College and Career readiness.

Our school is consistently proving that it is committed to preparing students for postsecondary 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. We also have added RTI Learning Labs for students that are significantly behind college readiness benchmark scores. These RTI periods utilize research based software in reading and math to help our students make academic gains.

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 opportunities for growth. However, we know that our biggest area is in academic achievement. While we have made some gains in this area, we still have lots of room for improvement. Over the last few years, we have experienced success in our college career readiness as well as our program reviews. However, we still have significant gaps in our academic achievement.

We did experience growth in this area this past year, however we recognize that this is an area that we have lots of opportunity for growth in.

We must continue to focus in on our students with disabilities to close the achievement gap through intense specially designed instruction. Our entire staff has also received intense co-teaching professional development in an effort to improve in this area. We are also participating in on-going co-teaching coaching sessions with our co-op consultant.

In addition, we have many students in our non-duplicated gap group that we also must try to close the achievement gap with. Focused PLCs and improved common assessments are being implemented to try and ensure that all students are exposed to the same level of rigor and expectation.

Lastly, our staff recognizes that our school as well as our state, has an urgency to reduce the number of students we have performing at the novice level. Students scoring in this level, do not/will not have the skills they need for post-secondary transition, and we are committed to reducing the number of students that are novice and improving our overall achievement.

Conclusion

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

RCHS 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.

RCHS 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, RCHS 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.

KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

Russell County High School will improve the working and learning environment as measured by the TELL Survey in the areas of Managing Student Conduct and Teacher Leadership.

Measurable Objective 1:

collaborate to improve in the area of teacher leadership from 68.3% to 80% by 05/31/2017 as measured by the results of the TELL Survey.

Strategy1:

Teacher Leadership - Teacher Leadership will be a focus in an effort to improve in the particular area on the TELL survey and allow teachers to have more input in the school. Various activities will be implemented to include teacher voice, choice, and input on the decisions that directly affect them and their classrooms.

Category: Continuous Improvement

Research Cited:

Activity - Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various committees will be established with representation from all content areas so that teachers have input on many of the decisions that affect them and the school at large.	Policy and Process	01/04/2016	05/31/2017	\$0 - No Funding Required	Principals. Teachers

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal(s) will address this area of improvement through the PPGES performance Standard 2 which is School Climate in an effort to better empower teachers to share insight and opinions on decisions that are made which directly affects them and/or their classroom practice.	Other - PPGES Performance Standards	01/04/2016	05/31/2017	\$0 - No Funding Required	Principals, Teachers

Activity - PGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on Domain 4 of the Framework for Teaching, specifically in the area of 4D "Participating in a Professional Community" to help improve in the area of teacher leadership.	Other - PGES	01/04/2016	05/31/2017	\$0 - No Funding Required	Principals, Teachers

Measurable Objective 2:

KDE Comprehensive School Improvement Plan

Russell County High School

collaborate to improve in the area of managing student conduct from 67.8% to 80% by 05/31/2017 as measured by the results of the TELL survey..

Strategy1:

Managing Student Conduct - This strategy will work to address the deficits our results on the TELL survey show in the area of managing student conduct and the impact it has on the working and learning environment for employees and students.

Category: Continuous Improvement

Research Cited:

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal(s) will address this area of improvement through the PPGES performance Standard 4 which is Organizational Management in an effort to better use resources available to develop an action plan to improve in the area of managing student conduct.	Other - PPGES Performance Standard	01/04/2016	05/31/2017	\$0 - No Funding Required	Principal(s)

Activity - PGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on Domain 2 of the Framework for Teaching, specifically in the area of 2A "Creating an Environment of Respect and Rapport" to help improve the management of student conduct in a proactive manner.	Other - PGES	01/04/2016	05/31/2017	\$0 - No Funding Required	Principals, Teachers

Activity - Discipline Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A discipline committee will be established and will have representation from all departments to discuss student behavior and conduct concerns and to allow teachers input on how to handle these concerns.	Behavioral Support Program Professional Learning	01/04/2016	05/31/2017	\$0 - No Funding Required	Principals, Discipline Committee Members

Activity - Student Handbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student handbook (school code of conduct) will be revisited and revised to better meet the discipline needs of our school.	Policy and Process	01/01/2016	05/31/2017	\$0 - No Funding Required	Principals, Teachers, SBDM members

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

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County High School from 42.5% to 57.9% in 2017.

KDE Comprehensive School Improvement Plan

Russell County High School

Measurable Objective 1:

demonstrate a proficiency of 51.9% combined in Reading and Math by 05/31/2016 as measured by K-PREP End of Course Assessments. .

Strategy1:

Math Initiative - Teachers will meet in PLCs and use Plan, Do, Study, Act process to analyze student performance and achievement. All teachers are responsible for Tier 1 Interventions in the regular classroom setting. Students that are significantly behind in math have an intervention period to use a research based software remediation program. We have increased the number of classes that are co-taught so that all students have access to the core curriculum. Discovery Education benchmark assessment results are used to guide instruction.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Many math teachers attended the NCTM conference and gained valuable insight on improving their classroom practice. Two teachers also attended the PIMSER ACT Boot camp training designed to help improve college readiness in math.	Professional Learning	11/01/2015	11/30/2015	\$3000 - Other	Teachers, Principal, District PD Coordinator

Activity - PGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use PLC time and the Plan, Do, Study, Act process to analyze assessments and to drive instruction to increase proficiency in math. this specifically relates to Domain One of the Framework for Teaching.	Other - PGES	01/04/2016	05/31/2016	\$0 - No Funding Required	Principal(s), Teachers, Instructional Coach

Activity - Co-Teaching/Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Ed. teachers and Special Ed. teachers utilize common planning time to plan instruction to better help the diverse needs within the collaborative setting to ensure all students have access to the general curriculum.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, DoSE, General Ed. teachers, ECE Teachers

Activity - Practice/Off-Grade Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th, 10th, and 11th grade students are all given practice ACT/PLAN assessments through Cambridge Educational Services to track college readiness and to inform classroom instruction.	Academic Support Program	12/01/2015	05/31/2016	\$8000 - Title VI	Teachers, Director of Curriculum and Instruction, Instructional Coach, Principal

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize common planning to plan instruction and assessments and to implement the "Plan, Do, Study, Act" process to analyze assessment data, track student performance, and share high yield strategies.	Professional Learning	01/04/2016	05/31/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before and after school tutoring services are available for struggling students.	Tutoring	08/11/2015	05/31/2016	\$8000 - State Funds	Teachers, Principal, ESS Coordinator

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers provide Tier 1 RTI instruction to students that are behind benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal(s) will focus on Performance Standard 1, Instructional Leadership and foster an environment that promotes student achievement and proficiency in math.	Other - PPGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s)

Strategy2:

Literacy Initiative - Teachers across all content classes recognize the importance of literacy. Teachers will meet in PLCs and use Plan, Do, Study, Act process to analyze student performance and achievement. All teachers are responsible for Tier 1 Interventions in the regular classroom setting. Timed, weekly readings will also be given school-wide to increase silent, sustained reading time and comprehension. We have increased the number of classes that are co-taught so that all students have access to the core curriculum. Discovery Education benchmark assessment results are used to guide instruction.

Category: Continuous Improvement

Research Cited:

Activity - PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize common planning to plan instruction and assessments and to implement the "Plan, Do, Study, Act" process to analyze assessment data, track student performance, and share high yield strategies.	Professional Learning	01/04/2016	05/31/2016	\$0 - No Funding Required	Principals, Teachers, Instructional Coach

Activity - Practice/Off-Grade Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th, 10th, and 11th grade students are all given practice ACT/PLAN assessments through Cambridge Educational Services to track college readiness and to inform classroom instruction.	Academic Support Program	12/01/2015	05/31/2016	\$8000 - Title VI	Teachers, Director of Curriculum and Instruction, Instructional Coach, Principal

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before and after school tutoring services are available for struggling students.	Tutoring	08/11/2015	05/31/2016	\$8000 - State Funds	Principal, Teachers, ESS Coordinators

Activity - Co-Teaching/Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Ed. teachers and Special Ed. teachers utilize common planning time to plan instruction to better help the diverse needs within the collaborative setting to ensure all students have access to the general curriculum.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, DoSE, Genral Ed. Teachers, ECE Teachers

Activity - Springboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Springboard is a Pre-AP research-based curriculum utilized for all English classes that offers rigorous and challenging curriculum to push students towards proficiency.	Academic Support Program	08/11/2015	05/31/2016	\$17000 - State Funds	English Teachers, Principal, SBDM

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers provide Tier 1 RTI instruction to students that are behind benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal(s) will focus on Performance Standard 1, Instructional Leadership, and foster an environment that promotes student achievement and proficiency in reading.	Other - PPGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s)

Activity - PGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use PLC time and the Plan, Do, Study. Act process to analyze assessments and to drive instruction to increase proficiency in reading. this specifically relates to Domain One of the Framework for Teaching.	Other - PGES	01/04/2016	05/31/2016	\$0 - No Funding Required	Principal(s), Teachers, Instructional Coach

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are invited to attend Breakfast club which focuses on literacy strategies geared towards meeting benchmark in Reading on the ACT. Students that attend receive breakfast from off campus.	Academic Support Program	10/12/2015	05/31/2016	\$1000 - Race to the Top	Teachers, Principal, YSC Coordinator, Instructional Coach

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the averaged combined reading and math proficient K-PREP scores for Russell County High School from 42.5% to 57.9% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 51.9% combined in Reading and Math by 05/31/2016 as measured by K-PREP End of Course Assessments. .

Strategy1:

Literacy Initiative - Teachers across all content classes recognize the importance of literacy. Teachers will meet in PLCs and use Plan, Do, Study, Act process to analyze student performance and achievement. All teachers are responsible for Tier 1 Interventions in the regular classroom setting. Timed, weekly readings will also be given school-wide to increase silent, sustained reading time and comprehension. We have increased the number of classes that are co-taught so that all students have access to the core curriculum. Discovery Education benchmark assessment results are used to guide instruction.

Category: Continuous Improvement

Research Cited:

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are invited to attend Breakfast club which focuses on literacy strategies geared towards meeting benchmark in Reading on the ACT. Students that attend receive breakfast from off campus.	Academic Support Program	10/12/2015	05/31/2016	\$1000 - Race to the Top	Teachers, Principal, YSC Coordinator, Instructional Coach

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

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 54.1% in

KDE Comprehensive School Improvement Plan

Russell County High School

2017.

Measurable Objective 1:

collaborate to have an increase in students scoring proficient or distinguished in the non-duplicated gap group from 34.5% to 47.5% by 05/31/2016 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 - Learning Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are significantly behind benchmark in reading and/or math receive quality remediation through research based software programs to meet them at their point of need. Programs used are Reading PLUS and ALEKS math.	Direct Instruction	08/11/2015	05/31/2016	\$11715 - Race to the Top	Learning Lab teachers, District CIO

Activity - PGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Framework for Teaching to increase achievement with students in the non-duplicated GAP group. Teachers will specifically focus on the domain 3D which applies to analyzing assessments, offering feedback to students, and monitoring of student progress.	Other - PGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s), Teachers

Activity - Springboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Springboard was purchased for 6-12th grade to unify and upgrade ELA district wide. Springboard curriculum will be the text used in all ELA classrooms and are consumable and require yearly renewal.	Academic Support Program	08/11/2015	05/31/2016	\$17000 - General Fund	English Department

Activity - Accelerated Reader	Activity Type	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	08/11/2015	05/31/2016	\$1150 - Other	English Department

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	English Department and ECE Department

Activity - Discovery Education Benchmark Testing	Activity Type	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	08/11/2015	05/31/2016	\$6000 - Title VI \$6000 - General Fund	English Department. Instructional Coach, Administration

Activity - Laker Literacy	Activity Type	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	01/04/2016	05/31/2016	\$0 - No Funding Required	RCCHS Staff and Administration

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to improve reading performance and comprehension.	Tutoring	08/11/2015	05/31/2016	\$8000 - State Funds	English Department, ESS Coordinator

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal(s) will focus on Performance Standard One, Instructional Leadership to impact the students in the Non-Duplicated GAP group in an effort to promote increased achievement within this group of students and to close the gap. Principals will take an active role in classroom instruction through PLCs, walk-through observations and RTI to help facilitate this instructional outcome.	Other - PPGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s)

Strategy2:

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:

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Collaboration/Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities are placed in collaborative classrooms based on performance levels. Students with disabilities who struggle in regular education environment receive more individualized instruction within the resource room setting.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Math Department Teachers, ECE Teachers

Activity - Intervention Software	Activity Type	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 - PGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Framework for Teaching to increase achievement with students in the non-duplicated GAP group. Teachers will specifically focus on the domain 3D which applies to analyzing assessments, offering feedback to students, and monitoring of student progress.	Other - PGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s), Teachers

Activity - Discovery Education Benchmarking	Activity Type	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 Algebra I, Geometry, and Algebra II.	Academic Support Program	08/11/2015	05/31/2016	\$6000 - General Fund \$6000 - Title VI	Math Department Teachers, Instructional Coach, Administration

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal(s) will focus on Performance Standard One, Instructional Leadership to impact the students in the Non-Duplicated GAP group in an effort to promote increased achievement within this group of students and to close the gap. Principals will take an active role in classroom instruction through PLCs, walk-through observations and RTI to help facilitate this instructional outcome.	Other - PPGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s)

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before and after school hours for students who need one-on-one assistance to improve math performance.	Academic Support Program	08/11/2015	05/31/2016	\$8000 - State Funds	Math Department, ESS Coordinator

Strategy3:

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.

KDE Comprehensive School Improvement Plan

Russell County High School

Category: Continuous Improvement

Research Cited:

Activity - Student EPAS Growth	Activity Type	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 - Festival of Learning	Activity Type	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. This night provided students the opportunity to do performances and offered parents and guardians the opportunity to meet and communicate with their child's teachers.	Parent Involvement	11/17/2015	11/17/2015	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

Activity - Reducing Barriers with Migrant and EL Students	Activity Type	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	07/01/2015	06/30/2016	\$250 - Title I Part C \$100 - Title III	EL/Migrant Instructor, District EL/Migrant Contact

Activity - Leader in Me Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff participated in training regarding "The Speed of Trust."	Professional Learning	06/16/2015	06/17/2015	\$0 - No Funding Required	Principal, Certified and Classified Staff

Activity - Healthy Kids Clinic	Activity Type	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	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, YSC, Cumberland Family Medical Staff

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal(s) will focus on Performance Standard 5, Communication and Community Relations, in an effort to partner with all stakeholders to help remove barriers for students and their academic success.	Community Engagement	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s)

Activity - Suicide Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and certified staff all must attend/participate in training focused on suicide prevention.	Behavioral Support Program	10/01/2014	02/27/2015	\$0 - No Funding Required	Principal, Director of Professional Development, Teachers

Activity - Sylvia Abel Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2015	12/18/2015	\$2000 - State Funds	Principal, Teachers, Director of Curriculum and Instruction, DoSE

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

Goal 1:

RCCHS will increase the graduation rate to 92.9% by May 31, 2016.

Measurable Objective 1:

collaborate to increase the graduation rate to 92.6 by 05/31/2016 as measured by students obtaining diplomas..

Strategy1:

Increase Graduation Rate - RCCHS is committed to continually increasing the graduation rate for our school. RCCHS 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 have fallen behind on credits in an effort to keep them in school and 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:

Activity - ESS	Activity Type	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.	Tutoring	08/11/2015	05/31/2016	\$8000 - State Funds	RCCHS Staff, Principal, ESS Coordinator

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Special Education Drop Out Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A special education teacher has been hired to assist with special education students that are at risk of not graduating. This teacher offers mentoring, monitoring, and instruction personalized to the schedule needs of the student to help make them successful and to graduate.	Direct Instruction	12/01/2015	05/31/2016	\$0 - No Funding Required	Principal, DoSE, ECE Teacher

Activity - PGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the Framework for Teaching, specifically Domain 3E "Demonstrating Flexibility and Responsiveness" to address drop out prevention to increase the graduation rate.	Other - PGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

Activity - Student/Parent Conferences	Activity Type	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	08/11/2015	05/31/2016	\$0 - No Funding Required	RCHS administration, Guidance Counselors

Activity - Drop Out Prevention Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee has been developed and meets regularly to review the persistence to graduation report and to identify students that are at risk for not graduating. The committee is comprised of school administration, instructional coach, guidance counselor, Superintendent, Director of Curriculum and Instruction, Instructional Supervisor, DoSE, DPP, a regular education teacher and a special education teacher. The group meets periodically and works to proactively develop plans to keep students in school and to graduate.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Administration, Teachers, Instructional Coach, Central office Staff, Counselor

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will utilize Principal Performance Standard One which relates to Instructional Leadership. The principal will use this performance standard to address the needs of drop-out prevention through innovative scheduling and personalized learning for at-risk students.	Other - PPGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s)

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Online Learning/Odysseyware	Activity Type	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.	Academic Support Program	08/11/2015	05/31/2016	\$8000 - State Funds	RCHS Staff

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer school is offered as a route to graduation for students that lack credits to graduate. Odysseyware online curriculum is used for this. Summer school is also used to give students in grade 9-11 a chance to recover credits that they are behind on in an effort to keep them in school and on track to graduate with their peers.	Direct Instruction Academic Support Program	05/18/2016	06/30/2016	\$5000 - State Funds	RCHS staff and administration

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has hired a support staff member to work with students on online classes that are doing personalized schedules (performance, work-based, and virtual) in an effort to meet the needs of individual students and to remove barriers.	Direct Instruction	08/11/2015	05/31/2016	\$8000 - Title VI	Principal, Director of Federal Programs

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/or career ready from 74.8% to 76.8% by May 31, 2016.

Measurable Objective 1:

demonstrate a proficiency to increase overall CCR learners scores from 96.5 to 100.0 by 05/31/2016 as measured by students graduating high school college and/or career ready.

Strategy1:

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

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - Transitional Math Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre College Math is offered to students seeking college readiness.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Math Department

Activity - Cambridge Practice ACT	Activity Type	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. In addition, we will also be giving the practice ACT to sophomores in the spring to track college readiness for these students as well. We will be giving the practice PLAN assessment to freshmen in the spring which is a predictor of how a student will perform on the ACT. We will utilize these results for instructional purposes and to meet RTI needs.	Academic Support Program	12/01/2015	05/31/2016	\$4000 - Title VI	Principal, Teachers, Instructional Coach

Activity - ACT Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Breakfast club is designed to help students meet the benchmark in the area of reading on the ACT. Students that participate complete a weekly prep session where they complete a timed passage and learn strategies designed at boosting their score on the ACT.	Academic Support Program	10/05/2015	05/31/2016	\$1500 - GRECC Race to the Top	Teachers, Instructional Coach, YSC Coordinator, GRREC

Activity - ESS	Activity Type	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 - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI teachers offer intervention help to students that are significantly behind benchmark in the areas of reading and math. Research based software programs are used.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	RTI Teachers

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RGHS has partnered with an ACT specialist to offer test prep courses for students to help them improve their ACT scores	Tutoring	01/04/2016	05/31/2016	\$10000 - Other \$10000 - Title VI	Stacy Anderson

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - PGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the framework for teaching with a focus on the following areas 3A, 3B, 3C, and 3D which all relate to Instruction, in an effort to increase college readiness.	Other - PGES	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

Activity - COMPASS Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The COMPASS test is given to seniors who haven't met college readiness benchmark as an alternate route to become college ready. The test can be taken two times.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Angela Emerson

Activity - College Awareness/Informational Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
the CCR counselor organizes parent nights relating to college readiness and entrance, FAFSA workshops, field trips for various college visits, college fair attendance, assists students with ACT registration, and holds college application week.	Parent Involvement Field Trip Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	GRREC, CCR Counselor, YSC Coordinator

Strategy2:

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 - Industry Certificates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eight different Industry Certificate Programs are offered to students	Career Preparation/Orientation	08/11/2015	05/31/2016	\$0 - No Funding Required	LCATC Staff

Activity - Soft Skills Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Soft Skills Training where they will receive instruction related to soft skills and career readiness.	Career Preparation/Orientation	01/04/2016	05/31/2016	\$0 - No Funding Required	GRREC/CCR Counselor

Activity - Career Mini One -Stop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
the school will partner with the LCADD to offer career guidance through a career mini one stop. Different students are met with each week for this initiative.	Community Engagement	08/11/2015	05/31/2016	\$0 - No Funding Required	LCADD, Principal, CCR Counselor

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KOSSA teachers will individualize instruction to help students with testing.	Direct Instruction	08/11/2015	02/12/2016	\$0 - No Funding Required	PLCS teachers

Activity - College/Career Counselor	Activity Type	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. The CCR counselor also partners with many local agencies and businesses to offer insight for career readiness in many different fields.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$50000 - Race to the Top	GRREC, CCR Counselor

Activity - Career Fair	Activity Type	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 and to build partnerships between the school and community.	Career Preparation/Orientation	01/04/2016	05/31/2016	\$0 - No Funding Required	College and Career Counselor

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Breakfast Club meets one morning a week to use online software to prep for KOSSA and Work Keys. Breakfast is served from off-campus.	Academic Support Program	10/12/2015	02/19/2016	\$1500 - Race to the Top	GRREC, YSC Coordinator, Teachers, Principal, Instructional Coach

Activity - FOCUS Career	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCADD will assist with building resumes and building connections with future employers.	Other - Career Prep	12/01/2015	05/31/2016	\$0 - No Funding Required	LCADD, Principal, CCR Counselor

Activity - PPGES Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal(s) will focus on the Principal Performance Standard 5 which relates to Communication and Community relations. The Principal will focus on building partnerships within the community to help with college and career readiness.	Community Engagement	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal(s)

Activity - Work Keys Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work Keys will be embedded in regular classroom instruction by all content teachers.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, LCATC teachers and staff

KDE Comprehensive School Improvement Plan

Russell County High School

Activity - WIN Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WIN Learning grant (computer based program) will be used to prep students for Work Keys and KOSSA assessments.	Technology	08/11/2015	05/31/2016	\$0 - No Funding Required	PLCS teachers, LCATC teachers

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

N/A (this question does not apply)

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
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.	N/A	Not a Title I School	

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. We also held a Festival of learning which served as an excellent opportunity to showcase our academics and to offer communication between school and home.	

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.	Yes	While RCHS is not a Title I school, we do conduct a comprehensive needs assessment to identify students in need of interventions.	

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

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 coordinated and integrate with other federal, state, and local programs.	N/A	Even though RCHS is not a Title I school, Students in need of assistance from dropping out, failing, or credit recovery etc. (ILP's, SLP's, RTI) are identified and the needed assistance is given.	

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.	N/A	Even though RCHS is not a Title I school, Students in need of assistance from dropping out, failing, or credit recovery etc. (ILP's, SLP's, RTI) are identified and the needed assistance is given.	

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

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

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	No paraprofessionals were assigned.	

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	N/A	

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 (provide the website link below).	Yes	www.russell.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/A	

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 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-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 para-educators 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 1 School.	

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

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Shannon Williams, Principal

John Loy, YSC Coordinator

Various parent meetings for communication purposes (grades, etc.)

Community Stakeholders through Festival of Learning

Robin Rixon, CCR Counselor

Multiple parent nights regarding CCR (FAFSA, College Application Night, etc.)

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	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
2.2	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
2.3	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
2.4	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
2.5	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
2.6	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
2.7	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

Overall Rating: 2.43

	Statement or Question	Response	Rating
3.1	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
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	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
3.5	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
3.6	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
3.7	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

Overall Rating: 1.71

	Statement or Question	Response	Rating
4.1	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
4.2	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
4.3	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
4.4	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
4.5	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
4.6	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
4.7	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

Overall Rating: 1.83

	Statement or Question	Response	Rating
5.1	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
5.2	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
5.3	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
5.4	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
5.5	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
5.6	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

Overall Rating: 1.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - 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 as 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.	Parents have multiple opportunities to learn about and discuss: • 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
6.2	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.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

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

	Statement or Question	Response	Rating
6.4	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.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

	Statement or Question	Response	Rating
6.6	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

Overall Rating: 1.83

	Statement or Question	Response	Rating
7.1	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
7.2	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
7.3	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
7.4	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
7.5	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
7.6	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.

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. Our school also has recently begun adding many Advanced Placement offerings. We have many resources available to students and many opportunities for them to get involved in extracurricular activities.

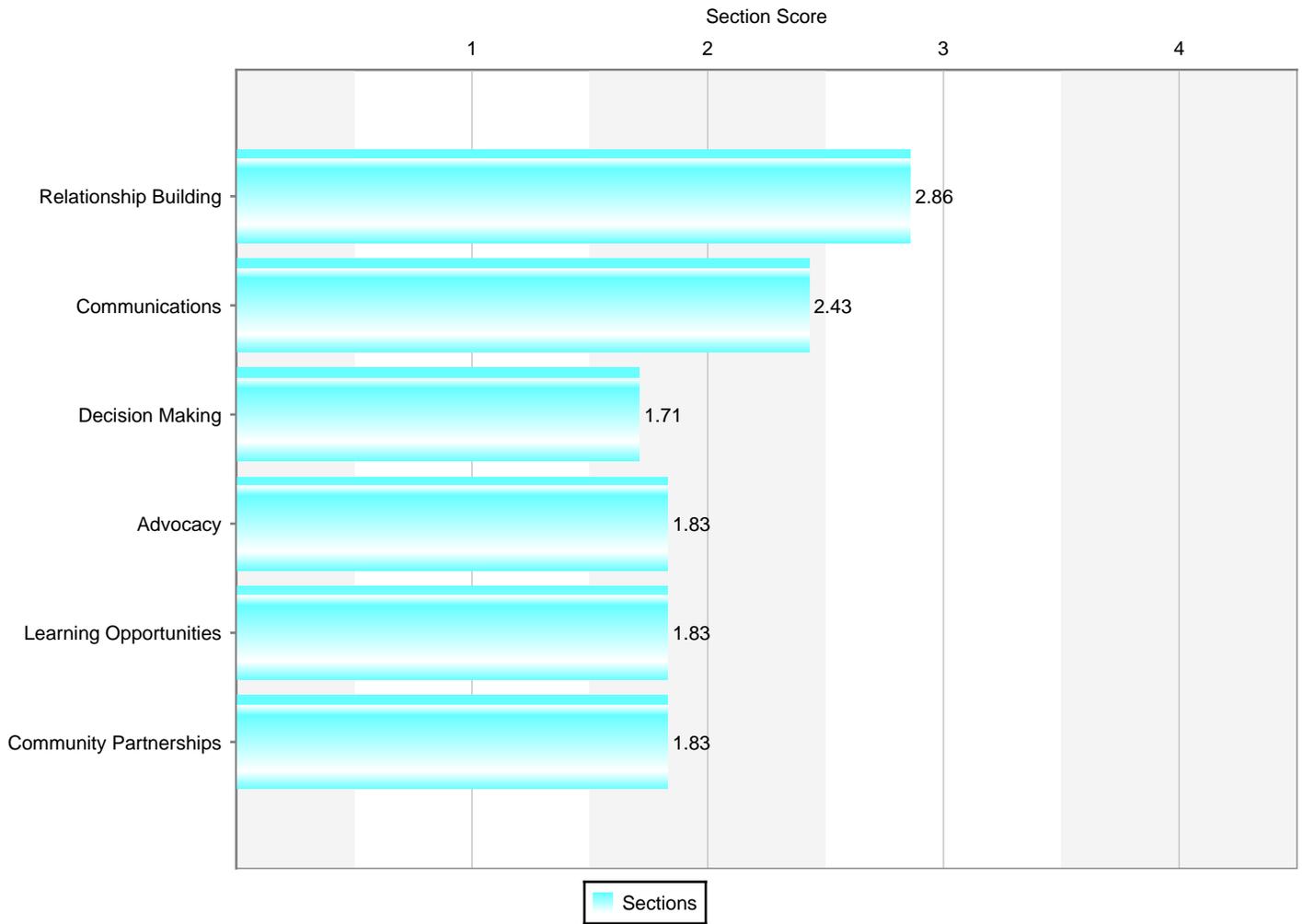
We have made large gains with our college and career readiness and our efforts have landed us in the top in the state. A large number of our students are leaving RCCHS ready for post-secondary life. Our school also was classified as "Proficient" based on 2014-15 school report card. This was the first time ever that our school earned this distinction and we are very proud of this achievement.

However, we are not content with simply the growth we have made, but want to see continual improvement in all areas. Although we experienced many gains, we still have opportunities for growth in our disabilities population and our non-duplicated gap groups. We recognize that achievement level must increase for all students. While many of our students are experiencing academic success, many others are performing at the novice level. This is an intentional focus for our school, and we sense the urgency that we must address these areas with. One of our primary focuses this year will be novice reduction.

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.

RCHS understands that improvement planning takes buy in and insight from many different parties. In an effort to gain insight on strategies to best move our school forward, teachers met in small content specific groups to analyze the school report card. During these small groups teachers completed a data analysis tool to get a clear vision of where we are and where we need to be next year. This was a time where teachers made honest assumptions about scores and developed strategies to improve in their particular area. This allowed teachers to strategize and have ownership in our improvement planning process. These tools were collected and used in the improvement planning process.

In addition, our school also developed a novice reduction team to work on improvement planning strategies as this is such a big initiative statewide and at our school. The committee was comprised of a math teacher, an English teacher, a special education teacher, an instructional coach, the principal, and one assistant principal. This team worked to identify activities and strategies to reduce the number of students performing at the novice level at our school. This will be an ongoing process throughout the year.

One other connection that is critical in improvement planning, is our school's partnership with the Youth Service Center. The coordinator has been involved in improvement planning as this entity helps to eliminate barriers that exist that prevent students from being successful academically.

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

Shannon Williams, Principal at RCHS

Anthony Darnell, Assistant Principal, RCHS

Stacy Anderson, Assistant Principal, RCHS

Sarah Roy, Instructional Coach, RCHS

Robin Rixon, CCR Counselor, RCHS

John Loy, Youth Service Center Coordinator

Regular Ed. Teachers

ECE Teachers

Guidance Counselors

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.

School Safety Report

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	Approved - 9/30/15 Reviewed - 9/14/15	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Approved - 9/30/15 Reviewed 9/14/15	

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	Dated - 8/10/15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Dated - 8/10/15	

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
8.	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
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Dated - 9/30/15	

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

Label	Assurance	Response	Comment	Attachment
11.	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
12.	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	2 Fire Drills - (8/25/15 & 9/17/15) 1 Earthquake - (9/18/15) 1 Severe Weather - (9/18/15) 1 Lockdown - (9/21/15)	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	The TELL survey stated teachers do not have enough time available to collaborate with colleagues. This poses a barrier for some teachers to have enough time and access to materials and resources to enhance educational opportunities. Another barrier, according to the survey, is teachers having an appropriate level of influence on decision making in the school. The school has identified these as measureable barriers to reduce for the 2015-16 school year.	

What are the barriers identified?

The barriers for teachers have been broken down by the TELL survey to better understand our school culture and what changes need to be made to make our school and educators more equitable. Teacher barriers have been identified by the TELL survey and informal interviews between veteran and new teachers and also among the administration. New teachers have felt isolated in the past, they have not always had someone to turn to for help and support. PD/Professional training was also a barrier for teachers because they did not feel all PD was geared for "their" particular subject or grade level.

Another barrier for teachers has been the challenging class load assigned to new teachers. Veteran teachers were accustomed to getting the better more advanced classes while leaving new and inexperienced teachers with the more challenging classes.

What sources of data were used to determine the barriers?

The sources of data that were used to determine barriers were the TELL survey, IC and Class Rosters, Behavior, and informal conversations and interviews among faculty, staff, and administration. When looking closely at the TELL survey, the administration realized the discrepancy in decision making within the school. The data revealed teacher dissatisfaction with several categories referring to teacher decisions and time to collaborate with colleagues.

What are the root causes of those identified barriers?

The root causes of the barriers were lack of communication and tradition. The administration had always played a major role in ALL decision making of the school and teachers were dissatisfied with the amount of time spent collaborating with colleagues and administration. As the administration began looking at the TELL survey and really talking to teachers and staff the evidence was clear they wanted to change the tradition of administration making all the decisions. As a result of these barriers, the teachers were not using their potential leadership and expert skills and the end result was potential barriers to students. As the administration changed, teachers changed, and therefore students

changed, reducing barriers for all the above. Mentor teachers were assigned (with teacher input) to new teachers to help them feel less isolated and really have the support system they needed to be successful. An instructional coach was hired to advocate for teachers and listen to new and innovative ideas. The Instructional Coach also provides better professional development for teachers that fit their needs and concerns. A scheduling team was formed to help reduce barriers for all students and teachers. Teachers were able to have input on classes offered and taught and every student had the opportunity to request any class available. Advanced classes were spread out among teachers so everyone had equitability in the types of classes being offered. The district effectiveness coach also provides support and professional learning opportunities to teachers to increase teacher effectiveness.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

PGES changed the way teachers and administrators viewed learning, the culture and climate of the school, and teaching. To be an exemplary teacher, the student should be front and center of the classroom, not the other way around. The data shows true learning is more likely to occur when people are "doing", not sit and listening the majority of the period. This is a total paradigm shift for most teachers in high school because sit -and- get was the traditional learning style. PGES is the exact framework for every teacher and administrator in the state and is a valid tool for measuring effectiveness in the school. Our district effectiveness coach provides professional learning opportunities and support to increase teacher effectiveness.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Procedures at RCHS ensure all students register for classes based upon their requests and interests. Every student has the same opportunity to take AP classes and choose a career pathway that interests them. Advanced courses are shared among teachers in the department to ensure equitable scheduling for all teachers. Veteran and new teachers have both advanced and general classes throughout the day to enhance educational opportunities for all students.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Equal access to all students for scheduling classes ensures every student will have access to classes. Students are not placed into classes by teachers or administrators nor are career pathways chosen for them. They request classes based on interest and graduation requirements given to us by the Kentucky Department of Education.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Highly qualified teachers are the top priority at RCHS when a job opening occurs. Research states highly qualified teachers are experts in their field and have a degree in that particular field of study. Our principal has contacted numerous colleges recruiting the top, most highly qualified teacher at that school. Only in emergencies, when there are no highly qualified applicants, would a teacher be in a classroom outside the field of study. If this occurs, a mentor teacher (in most cases retired teacher) in that field would be asked to help facilitate and monitor the new teacher.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Our school recruits and rehires teachers based on their ability to support all students and meet educational needs of a diverse population and has the ability to grow and learn as an educational professional. Mentoring is offered through the use of Title II funds. When a job becomes available, Russell County School District as well as KDE posts the opening on their website. We also send an email to surrounding school districts and to the local colleges and universities. We are a rural area with 64% of our students qualify for free lunch. Three meals a day are provided to all students. We have a growing population of minorities and a good percentage of exceptional children. We have a low teacher turnover ratio which translates to a culture and climate that promotes teacher empowerment and student achievement. Teachers must be able to adapt to the diverse learning needs of our students because we have a population that will attend college but the majority will attend a

tech school or enter straight into the work force after school graduation.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

RCHS provides teachers with support both professionally and emotionally. A good percentage of our teachers drive from other counties and have had multiple opportunities to get a job closer to their home. We try to utilize new teacher strengths and help them develop their weaknesses in a positive caring environment. New teachers are encouraged to try new ideas, start clubs, and voice their concerns/praises. They have ample opportunities to grow and develop educational practices and we try to foster that passion to enhance professional growth.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

Supports for new teachers:

*Mentor Teachers: every new teacher is assigned a mentor/veteran teacher in the same subject area for support and collaboration

*PD: professional development is based on teacher needs

*Highly Qualified Teachers: every effort is made to ensure highly qualified teachers are in every field

*Open Communication: the lines of communication are open for growth in new teachers, administration and mentor teachers keep in check about the progress of the new teacher.

*District Effectiveness Coach

*High School Curriculum Coach

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

RCBOE has established a 50/50 committee which has adopted a policy, approved by the board, Certified Evaluation Plan. The plan addresses the policies and procedures an administrator and teacher must follow if the rating is below satisfactory. Other measures such as PD for struggling teachers, open communication between administration, instructional coach and mentor teachers are also used to assist teachers. We want to foster positive relationships among teachers, students, faculty, and staff and help identify weaknesses and make them strengths. Every effort is taken throughout the year to help struggling teachers and not reach the point of dismissal.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

RCHS is actively using TELL results to create better working conditions and a positive atmosphere throughout the school. Committees have been developed and teachers have an active voice in decisions throughout the school. The GRIT team has made a drastic change in the culture and working conditions of the school. This team is made up of a group of teachers that are positive and work diligently throughout the year to promote a positive climate throughout the school and community. Many other committees have taken over leadership roles, once done by administration, and made lasting changes to our school. The administration listened to the teachers when they did not have enough time to collaborate and now all the core classes have common planning and PLC's at least once a week. This time has allowed teachers to collaborate and has made an impact on student achievement.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Equitable Access Teachers:

- *All highly qualified teacher application are reviewed during the hiring process
- *Teachers have a voice in school decisions, especially in the schedule and what classes are taught and what classes they would like to teach
- *GRIT team promotes positive activities for all teachers and staff at the school.
- *Committee Leadership
- *TELL survey
- * PLC's
- *Mentor teachers
- *PGES

Student Equitability:

- *Classes chosen by students
- *Career pathways chosen by students
- *Student GRIT team
- *Class officers

Reducing Barriers:

- *Breakfast Club
- *YSC
- *KOSSA Breakfast Club
- *ESS (before and after school)
- *Summer school available to all students beginning 2016 with transportation
- *free ACT Prep Classes
- *Field trips designed for college students and those entering the work force
- *CCR counselor
- *LATC