



KDE Comprehensive School Improvement Plan

Russell County Middle School
Russell County

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TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 6

Notable Achievements and Areas of Improvement 9

Additional Information 12

2015-2016 CSIP

Overview 14

Goals Summary 15

Goal 1: Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017. 16

Goal 2: Increase the percentage of students scoring proficient in reading on K-PREP from 54.3% to 58.3% by 2017. 21

Goal 3: Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017. 23

Goal 4: Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2017. 28

Goal 5: Russell County Middle School will reduce the overall combined Reading and Math Novice 10% by May 2016. . . . 30

Activity Summary by Funding Source 35

KDE Needs Assessment

Introduction 50

Data Analysis..... 51

Areas of Strengths..... 53

Opportunities for Improvement..... 55

Conclusion..... 56

KDE Compliance and Accountability - Schools

Introduction..... 58

Planning and Accountability Requirements..... 59

KDE Assurances - School

Introduction..... 76

Assurances..... 77

The Missing Piece

Introduction..... 83

Stakeholders..... 84

Relationship Building..... 85

Communications..... 86

Decision Making..... 88

Advocacy..... 90

Learning Opportunities..... 91

Community Partnerships..... 92

Reflection..... 93

Report Summary..... 94

Improvement Plan Stakeholder Involvement

Introduction..... 96

Improvement Planning Process..... 97

School Safety Report

Introduction..... 100

School Safety Requirements..... 101

Equitable Access Diagnostic

Introduction..... 104

Needs Assessment..... 105

Equitable Access Strategies..... 106

Questions..... 108

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 Middle School is located in Russell Springs, Kentucky which is near the heart of beautiful Lake Cumberland, the 3rd largest lake east of the Mississippi River. Russell County's total population is currently 17,774. The unemployment rate of Russell County is 8.3%, which is slightly higher than the current 5.0% unemployment rate of Kentucky according to the U.S. Department Labor. In April 2014, one of Russell County's largest employer's, Fruit of the Loom, made the announcement it would be closing by the end of the year. With 600 jobs being lost, the impact on the local community was debilitating. A large number of our students live with someone other than their parents and an abundance of households do not have access to technology, an avenue for many learning-based programs as well as a means of communication. Additionally, transportation is another barrier for after-school academic support or extra-curricular activities for many students. However, with the many barriers that exist for students, the high school graduation rate is 89.5%, slightly higher than the 87.9% of the state of Kentucky.

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

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

Russell County Middle School is a Title I school. We have seen several administration changes over the last six years. Specifically, within the last three years, we have had two principal and two assistant principal changes. With the 2014-2015 school year, the new principal of RCMS has revitalized the culture of our school with a belief system that reflects a strong commitment for academic achievement for all students. Our current administration consists of 1 principal, 2 assistant principals, a counselor, 1 instructional coach, and 1 library media specialist. We have 34 core content teachers (including 7 special education teachers), and 5 ENCORE teachers. RCMS is very fortunate to have an experienced staff, with 32.7% of our faculty obtaining a Master's and 50% who hold a Rank I. We also have access to migrant and EL staff, our Family Resource/Youth Services Center and outside mental health agencies as well as an on-campus Healthy Kids Clinic which help eliminate non-academic barriers for all students.

Russell County Middle School is currently classified as "Proficient/Progressing." RCMS is a fourth year "Focus School" due to the scores of students with disabilities in Reading. Given this fact, RCMS teachers are working diligently to meet the diverse learning needs of students with Individual Education Plans and 504 Plans. Based on these special challenges, we have implemented and are continuing to refine many strategies, such as co-teaching for closing the gap, utilizing researched-based curriculum and other interventions to help this specific student population be successful in meeting their individualized goals. One activity incorporated into the daily curriculum for the 2015-2016 school year is the Visualizing and Verbalizing® program that develops concept imagery - the ability to create an imaged gestalt from language - as a SY 2015-2016

basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing. This program teaches students to visualize and comprehend language, organize and relevantly choose, sequence what they say, and explicitly and systematically helps develop the sensory input of imagery.

Our current school's demographics are:

94.9% - White (Non-Hispanic)

1.1% - Black

3.5% - Hispanic

.5% - Asian

0% - Alaskan Native

.2% - Hawaiian

0% - Two or more races

70.2% - Free-and-reduced meal qualifiers

1.2% - English language learners

9.8% - Special education students

9.9% - Gifted and Talented

1.2% - Migrant

School's Purpose

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

The purpose of Russell County Middle School is to prepare all students to be College and Career ready. Our master schedule reflects an intricate balance of core classes including language arts, writing, math, math lab, science, and social studies, as well as ENCORE classes including Health/P.E., arts and humanities and band. Middle school students can also earn five high school credits in English, math, history and arts while in the middle school while other accelerated classes in English and math are available for students performing above benchmark/proficiency to allow for personalized learning. RCMS provides school-wide interventions to all students in reading and math based on deficits in standards identified on Discovery Education Benchmarking. In addition, our school offers small group reading and math interventions to students who scored novice in reading, math, on-demand writing and language mechanics on the previous year's K-PREP as well as those who scored in the bottom 10% of reading and math on the fall Discovery Education Benchmark. These students are serviced with two Title I teachers one of which will be partially funded through an ESS Daytime Waiver and a certified English/Language Arts/Math teacher. Furthermore, protected time has been incorporated into the schedule each week for grade level assemblies to embed character education, PBIS expectations (Positive Behavior Interventions & Supports) and program review curriculum as well as school-wide events for Veterans Day Programs, guest speakers, student led performances and other specialty occasions. Clubs have been established for students to participate in during the school day with leadership opportunities being available as well.

RCMS administers universal screeners to all students three times per year with Discovery Education. Teachers receive immediate results of the student diagnostics. Item analysis reports and levels of student achievement can guide instructional decisions and assist in meeting all students at their individual points of need. The components of Discovery Education are being utilized within the school-wide intervention plan to progress monitor student mastery of reading and math standards that were an area of deficit reflected on benchmarks. Furthermore, the purchase of Grade Cam for all teachers to analyze assessment data and share in PLCs with the Plan-Do-Study-Act Process allows for constant progress monitoring of student mastery of standards.

Until the 2015-2016 school year, our 8th grade students were given the EXPLORE test in September, which provided all stakeholders a prediction of student performance on the ACT. Despite the change in state assessment, RCMS will further assist our students to be college and career ready by administering a diagnostic EXPLORE assessment to our 6th and 7th grade students to identify current skill levels. These levels will determine intervention needs that can be targeted using the research-based Cambridge curriculum that directly correlates to skills students need to master and be used as a guide for personalized learning in the acceleration of students performing above benchmark.

Each spring, Russell County Middle School students participate in "Operation Preparation." 8th graders will have the opportunity to hear information from each 9th grade career path teacher and general information regarding the RCHS 9th Grade Academy in a grade-level assembly. Students will tour the Lake Cumberland Area Technology Center which provides instruction in health services, electrical, carpentry, welding, mechanics, and engineering. Other grade levels are provided presentations from community stakeholders to afford them the information regarding career opportunities in our local area.

Since there is a direct correlation of student success to parent involvement, Russell County Middle School provides many opportunities for parents/guardians to remain active participants within their child's education. In the past, examples of these opportunities include open house, PTO meetings, and "Parent Nights" that focus on high-interest topics such as bullying and college and career readiness, accelerated

KDE Comprehensive School Improvement Plan

Russell County Middle School

learning possibilities for students as well as sharing information about reducing barriers to the gap and test analysis have also been provided. Furthermore, at public meetings and community luncheons, information about RCMS has been shared. All of these meetings have been held with our stakeholders to not only gain their perception of our school, but for them to offer insights for improving our school. Parents are also invited to have access to Parent Portal through Infinite Campus to have continuous information regarding their students' academic performance, attendance, schedule, behavior, and assessments.

Based upon the involvement and input of all stakeholders, RCMS has the following mission and vision statements, supported with belief statements:

Mission Statement

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

Vision Statement

Russell County Middle School will challenge students of all abilities to achieve excellence. We will equip students for the demands and opportunities of the 21st century by offering differentiated, effective and rigorous curriculum as an entitlement to all.

Belief Statements

Students and the Learning Process - We believe:

- 1) Each child is unique and should have the opportunity to reach his/her full potential.
- 2) Students need close relationships with adults and peers; therefore, we will foster all students' ability to communicate and trust others so the students' personal and academic growth can be developed.

Curriculum and Instruction - We believe:

- 1) There must be clear alignment among curriculum, instructional practice, and assessment.
- 2) Analyzing student data helps drive instruction and increases student learning.

Community - We believe:

- 1) Student learning is maximized when students, families, and the community are involved in the educational process.
- 2) Students should be contributing members of both the school and community; therefore, we will nurture a sense of community and individual responsibility for the community.

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

ESS (Extended School Services)

Y - Club

4-H Club

After-School Art Program (Multi-Media)

KDE Comprehensive School Improvement Plan

Russell County Middle School

After-School Drama

Kentucky Proud Cooking

AR Boost

Extreme P.E.

Citizens in Action

Academic Team

Pride Club

Fellowship of Christian Athletes

Various Athletic Teams

Spanish Club

Photography Club

Newspaper Club

Weightlifting Club

Notable Achievements and Areas of Improvement

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

Notable Achievements:

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

Russell County Middle School is also proud of our Y-Club. This is a student-led club that promotes critical thinking, leadership, and social responsibility through experimental learning, service, and community activism in fellowship with peers, teachers, sponsors, and Kentucky YMCA staff. Each year, Y-Club attends the Kentucky Youth Assembly (KYA) and Kentucky United Nations Assembly (KUNA). These events allow the club to highlight their work on oral debate, bill writing, election processes, and the creation of a global village. Many parents and community stakeholders are involved with helping make Y-Club a success by participating in fundraisers, acting as mentors, and helping with the creation and construction of the global village props. In the past years, the Y-Club has brought home many awards for achievement at KYA and KUNA, including three Outstanding Delegates, one Outstanding Speaker, two Outstanding Bills, two Best Native Attire, one Outstanding Global Village, one Best Appeal, one Delegation of Excellence, three Outstanding Ambassadors, and two Outstanding Speakers.

Our 21st Century After-School Program provides many opportunities for students. In addition to activities like Extreme P.E., AR Boost, Homework Help, and other options, students can participate in career-related activities such as After-School Drama and Art. Students have the opportunity to practice for plays in afterschool and then perform with peers from across the district for the schools, faculty, and community and learn how to refine artistic skills. Citizens in Action is also available in after-school for students to learn about their local community and becoming an involved citizen. They visit businesses and local government offices to learn about what they can do to contribute to their community. Furthermore, this group is in the beginning stages of forming a JR ROTC organization to serve as a feeder to the Russell County High School ROTC. There is also a PRIDE club that offers students the opportunity to learn about and participate in recycling paper and plastics. They also work on campus clean-up and beautification by planting trees and sustaining the wetlands at the school. Finally, after-school offers a Kentucky Proud Cooking Club, which follows Kentucky Proud recipes and nutritional guidelines in preparing food. They have cooked food for community members during the Drama Club performance and developed and sold a Laker Proud Cookbook whose proceeds will benefit the after-school program at RCMS.

Project Lead was implemented into our school culture in order to sustain the Leader in Me initiative begun at the elementary level and to build character education in conjunction with the Seven Habits. This project allowed students to take on leadership roles, such as participating in morning announcements, creating mission statements and rules for their classrooms and a Lighthouse Team. RCMS grew these leadership roles into a Student Council that was elected through a mock election with campaigning, speeches and actually completing the voting process by casting ballots. The student council serves as a voice for the student body to administration and also delivers important information about the school back to the student body in grade level assemblies. Other assemblies are held to invite guest speakers and other stakeholders, with the goal of helping RCMS meet the needs of the Program Review curriculum. Club opportunities are provided to students during the school day to motivate and offer leadership opportunities, especially for those students who might not have

the chance to participate due to the after-school transportation barrier.

All of these specific achievements offer academic, leadership, character education and college/career readiness factors within them for our students. Furthermore, these activities all provide opportunities for other stakeholders to be involved which is an area RCMS is always striving to improve. We plan to sustain these strengths by continuing these types of program offerings.

Areas of Improvement:

In order to support our students on their journey of becoming college and career ready, Russell County Middle School will continue the work on district initiatives to align curriculum to the congruency of the more rigorous standards of Common Core and assess students with common assessments aligned to the standards they are expected to master. Therefore, assessment literacy is a goal for Russell County Middle School. Every content area will meet in PLCs using the Plan-Do-Study-Act process to revisit and discuss standards to be taught for each grading period, the congruency of common assessments as well as essential questions, high-yield teaching strategies/instruction, formative assessments. All of this, along with accommodations and program review and PGES connections will be documented by utilizing a newly developed district-wide lesson plan template. These district and school goals will help ensure that all teachers are aligned within the grade-level content areas and that student engagement, along with mastery of standards, remain a priority.

Russell County Middle School identified student achievement as a primary area of concern. Therefore, RCMS applied for and was approved for an ESS Daytime Waiver. This waiver allowed RCMS to hire a full-time substitute teacher to work with students in reading and math during the school day on individual deficit areas in standards. This reduces the barrier for students who could not stay in after-school due to the lack of transportation or other barriers. Furthermore, morning tutoring is being offered through 21st Century for students to receive additional academic support before the regular school day begins.

School-wide interventions are provided during the school day for all students to reduce novice and increase the overall proficiency scores in reading and math. Students will receive additional academic support on standards from the Fall Discovery Education benchmarks that a deficit has been identified in. Probes will be given to monitor the progress of students and rewards will be provided with Race to the Top funding.

After participating in the statewide pilot and rollout of PGES, Russell County Middle School will continue learning how to understand the components of and the expectations for each domain of the framework, which will lead to improved teacher effectiveness in the classroom. This effectiveness will be a direct correlation to meeting the needs of the next-generation learners. Peers, as well as administrators, have both been certified in the new effectiveness process to provide appropriate feedback. Furthermore, specific training for Other Professionals Growth Effectiveness Systems has been provided to those it effects as well as the administration. With a continued focus on self-reflections, student voice surveys, observations and conferences, student and professional growth goals, the Professional Growth and Effectiveness System will continue to be refined.

Future Improvements:

Over the next three years, RCMS will continue to work on our district and school goals with curriculum alignment and student mastery of standards with assessment literacy. We intend to apply for the ESS daytime waiver again and provide multiple intervention services throughout the day to allow for more individualized student growth in reading and math. We will continue character education assemblies and leadership opportunities, along with PBIS, to improve the school's culture, as this was a need that had been indicated in the results of our TELL Survey. We will also continue to offer programs for students to become more college and career ready. Additionally, we strive to have more involvement and communication with our stakeholders, including parents as well as community members.

Additional Information

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

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

2015-2016 CSIP

Overview

Plan Name

2015-2016 CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math proficient K-PREP scores for Russell County Middle School students from 47% to 73% in 2017.	Objectives: 1 Strategies: 2 Activities: 23	Organizational	\$145180
2	Increase the percentage of students scoring proficient in reading on K-PREP from 54.3% to 58.3% by 2017.	Objectives: 1 Strategies: 1 Activities: 10	Organizational	\$13900
3	Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.	Objectives: 1 Strategies: 3 Activities: 19	Organizational	\$20830
4	Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2017.	Objectives: 3 Strategies: 4 Activities: 10	Organizational	\$10900
5	Russell County Middle School will reduce the overall combined Reading and Math Novice 10% by May 2016.	Objectives: 1 Strategies: 2 Activities: 17	Organizational	\$44142

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

Measurable Objective 1:

demonstrate a proficiency of 59.1% combined in English/Language Arts and Math by 05/31/2016 as measured by K-Prep.

Strategy 1:

Literacy Initiative - Each student will be provided a separate Reading and Writing instructional course each day to meet the rigorous demands of Common Core Standards. A school-wide literacy initiative, Laker Literacy, will occur weekly as specified school wide time to emphasize the importance of reading standards across all content areas. Teachers will meet in PLCs using the "Plan, Do, Study, Act" process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as summative and formative assessments will be used to guide instruction by providing specific interventions to all students to make them aware of the deficits they have with standards. Collaborative/co-taught classrooms allow for students with disabilities to have access to the core curriculum with accommodations provided. More purposeful Tier II interventions provided in addition to the core will be provided for specific students meeting more at-risk criteria.

Category: Continuous Improvement

Activity - English AND Language Arts Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will reflect that all students at Russell County Middle School will be provided with two separate English and Language Arts classes daily per grade level.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; SBDM
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading interventions are scheduled with a Title I teacher or substitute teacher for students scoring in the bottom 10% of the Discovery Education benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$70000	Title I Part A, State Funds	Principal; Instructional Coach; Title I Teacher; Substitute Teacher
Activity - Collaborative/Co-Taught English/Language Arts Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative/Co-Taught English/Language Arts classrooms will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; General and Special Education Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Accelerated English Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated English classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; Guidance Counselor; Instructional Coach
Activity - Before/After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before/After-school tutoring opportunities are provided for students struggling in reading, writing, and language mechanics.	Tutoring	08/11/2015	05/31/2016	\$5000	State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
Activity - PLC Time with Plan, Do, Study, Act	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities occur weekly using the PDSA strategy to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning. Through planning and preparation, teachers will present their knowledge of students, instructional outcomes, knowledge of resources, the designing of coherent instruction and student assessments with the support of the instructional coach and principal.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; Instructional Coach
Activity - Supplemental/Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other ancillary items, Scholastic Scope and Action magazines, Moby Max)	Academic Support Program	08/11/2015	05/31/2016	\$18083	State Funds	Principal; SBDM; Teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be developed congruent to standards and administered in all English/Language Arts classes to identify gaps in student learning and adjust instruction.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; Instructional Coach
Activity - STAR/AR Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Russell County Middle School

RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, gap students will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/11/2015	05/31/2016	\$9942	State Funds, Title I Part A	Principal; Teachers; Library Media Specialist; SBDM
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Activity - Building Writers Within with Abell & Atherton	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 6-8 English/Language Arts general education and collaborating special education teachers participated in a series of professional development offered by Abell & Atherton Educational Consultants that focused on implementing standards-based writing and reading lessons and assessments. Participants learned step by step approaches for teaching students to be more independent writers with challenging and engaging activities congruent to standards. Rubrics and student work samples were analyzed for performance standards as well.	Professional Learning	09/15/2015	11/16/2015	\$8275	Title I Part A	General and Special Education Teachers, Instructional Coach, District PD Coordinator, Principal

Activity - Discovery Education Benchmarking and Probes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education Benchmarking will occur in fall, winter and spring to assess students in reading and probes will be administered to students to track mastery of deficit standards according to benchmark results. Student will be recognized for their good faith efforts.	Academic Support Program	01/04/2016	05/31/2016	\$7500	Title I Part A, General Fund, FRYSC	Principal, Teachers, Instructional Coach

Activity - Student Engagement with John Antonetti	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
John Antonetti provided a district-wide student engagement training on high-yield instructional strategies, 8 qualities of work and the big ideas of thinking. Follow-up trainings for a teacher cadre representing each content area and special education within the school is provided to allow for those attending to come back and share ideas to implement with their colleagues.	Professional Learning	08/05/2015	01/14/2016	\$2000	GRECC Race to the Top	Director of Professional Development, Principal, Teachers, Instructional Coach

Strategy 2:

Math Initiative - Each student will be provided a separate Math and Math Lab each day to meet the rigorous demands of Common Core Standards. Teachers will meet in PLCs using the "Plan, Do, Study, Act" process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as summative and formative assessments will be used to guide instruction by providing specific interventions to all students to make them aware of the deficits they have with standards. Collaborative/co-taught classrooms allow for students with disabilities to have access to the core curriculum with accommodations provided. More purposeful Tier II interventions provided in addition to the core will be provided for specific students meeting more at-risk criteria.

Category: Continuous Improvement

Activity - Math and Math 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 Middle School

The master schedule will reflect that students at Russell County Middle School will be provided with a Math and Math Lab class daily per grade level where there is access to computers to implement IXL, Moby Max, and ALEKS math curriculum as applicable to intervene with students at their individual point of need.	Direct Instruction, Technology, Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; SBDM
Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based math supplemental resources will be provided. (i.e. - IXL, ALEKS, Moby Max, etc.) in addition to the math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Technology, Academic Support Program	08/11/2015	05/31/2016	\$5655	State Funds, Race to the Top	Principal; Teachers; SBDM
Activity - Accelerated Math Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated math classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; Guidance Counselor; Instructional Coach
Activity - PLC Time with Plan, Do, Study, Act	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities occur weekly using the PDSA process to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning. Through planning and preparation, teachers will present their knowledge of students, instructional outcomes, knowledge of resources, the designing of coherent instruction and student assessments with the support of the instructional coach and principal.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; Instructional Coach
Activity - Before/After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before/After-school tutoring opportunities are provided for students struggling in math.	Tutoring	08/11/2015	05/31/2016	\$5000	State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
Activity - Collaborative/Co-Taught Math Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Russell County Middle School

Collaborative/Co-Taught math and math labs will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Instructional Coach; Teachers
Activity - Discovery Education Benchmarking and Probes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education Benchmarking will occur in fall, winter and spring to assess students in math and probes will be administered to students to track mastery of deficit standards according to benchmark results. Student will be recognized for their good faith efforts.	Academic Support Program	01/04/2016	05/31/2016	\$7500	General Fund, Title I Part A, FRYSC	Principal, Teachers, Instructional Coach
Activity - Conceptual Building Blocks Math Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education, special education teachers and instructional coach will develop a deep conceptual understanding of the core components of standards and learn strategies for teaching content and differentiating instruction for a student-centered classroom.	Professional Learning	10/26/2015	02/05/2016	\$4225	Title I Part A	Principals, Instructional Coach, General and Special Education Teachers
Activity - Math Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning	06/03/2013	10/02/2015	\$0	Grant Funds	6th Grade Math Teachers, Principal
Activity - Student Engagement with John Antonetti	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
John Antonetti provided a district-wide student engagement training on high-yield instructional strategies, 8 qualities of work and the big ideas of thinking. Follow-up trainings for a teacher cadre representing each content area and special education within the school is provided to allow for those attending to come back and share ideas to implement with their colleagues.	Professional Learning	08/05/2015	01/14/2016	\$2000	GRECC Race to the Top	Director of Professional Development, Principal, Teachers, Instructional Coach

Goal 2: Increase the percentage of students scoring proficient in reading on K-PREP from 54.3% to 58.3% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 56.3% in Reading by 05/31/2016 as measured by K-PREP..

Strategy 1:

College/Career Readiness Initiative - A school-wide College/Career Readiness initiative will ensure that Russell County Middle School students receive specific instruction and exposure to skills and opportunities that will prepare them for a successful future and enable them to compete in an ever-changing global economy. All sixth, seventh and eighth grade students complete the grade level requirements for ILPs and participate in Operation Preparation activities that involve guest speakers from the community and tours of higher educational settings. Informational nights are held for parents to explain college and career readiness where high school counselors explain schedules and representatives from career pathways in the high school, vocational school and college settings are provided for presentations and follow-up questions. A diagnostic EXPLORE test will be administered to all middle school students to monitor the basic skills for college and career readiness.

Category: Career Readiness Pathways

Activity - College/Career Readiness Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Russell County Middle School will host a College/Career Readiness Parent Assembly in conjunction with "Operation Preparation." Parents will receive motivational school items for attending the informational meeting.	Parent Involvement	03/22/2016	03/22/2016	\$600	Title I Part A	Principal; College and Career Readiness Counselor; FRYSC; Counselor; Instructional Coach; Teachers
Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student at RCMS will complete the grade level required components of the ILP.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; Counselors
Activity - EXPLORE Diagnostic Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Russell County Middle School

RCMS will administer the EXPLORE Diagnostic Assessment to students to identify deficit skills in benchmark areas to guide instruction for student growth and to use as a guide for personalized learning in the acceleration of students performing above benchmark.	Academic Support Program	03/29/2016	03/29/2016	\$8000	Title VI, Title I Part A	Principal; Guidance Counselor; Teachers; Instructional Coach
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A week of activities to focus on the importance of advising and providing an opportunity for schools, students, parents, and communities to collaborate in the College and Career Planning process and to provide the students with information and inspiration to become College and Career ready. Guest speakers invited are based on ILP results.	Career Preparation/Orientation	03/15/2016	03/18/2016	\$0	No Funding Required	Principal; Guidance Counselor; Teachers; Youth Services Center; College and Career Readiness Counselor
Activity - 21st Century After-School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS students who attend the 21st Century After-School Program will be able to explore career interest inventories through real world application of employability skills.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$5000	Other	Principal; 21st Century District Coordinator; 21st Century School Coordinator; 21st Century Teachers
Activity - GEMS/G2-TECS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade girls and boys apply for the opportunity to attend a workshop on a college campus to learn the real world application of reading, math, and science skills in the workforce.	Career Preparation/Orientation	11/13/2015	11/20/2015	\$300	Other	Guidance Counselor; English Teachers
Activity - Career-Tech Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Russell County Middle School

Students targeted for drop out prevention are provided a period of career-technical instruction to experience and apply real-world reading and math skills in the work place.	Career Preparation/Orientation	11/16/2015	05/31/2016	\$0	No Funding Required	Principal, Lake Cumberland Area Technology Center Teachers and Principal
Activity - Communication and Community Relations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principals, Russell County High School College and Career Counselor and other school personnel will communicate with families, community and other stakeholders to better prepare students for the post-school college and career opportunities during events such as Operation Preparation, CCR Parent Night and the Career Fair.	Community Engagement	01/04/2016	05/31/2016	\$0	No Funding Required	Teachers, Principal, RCHS CCR Counselor
Activity - Intentional Faculty Collaboration with Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is intentional faculty collaboration within the school and with other stakeholders to showcase the real-world applications of arts and humanities, practical living/career studies and writing through guest speakers/assemblies and to embed areas within content area instruction to enhance not only program reviews, but also their own subject area. Specific examples and modeling of rationales and documentation of evidence based on proficient language of the rubrics have been shared with the faculty.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, Instructional Coach, Counselor, Program Review Leads and Teams
Activity - Program Review Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific grade level instruction aligned with the program reviews will be implemented to improve the quality of the programs and influence students with program content.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers, Instructional Coach

Goal 3: Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 59.1% combined in English/Language Arts and Math by 05/31/2016 as measured by K-Prep .

Strategy 1:

Reading Gap Initiative - In conjunction with the school-wide Literacy Initiative and the core Reading and Writing curriculum, targeted students at RCMS identified within

KDE Comprehensive School Improvement Plan

Russell County Middle School

the gap groups will receive specialized, research-based instruction. Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as formative and summative assessments will be used to guide instruction.

Category: Continuous Improvement

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students with disabilities are progress monitored weekly by using AIMS Web.	Academic Support Program	08/11/2015	05/31/2016	\$350	IDEA	Principal; Special Education Teachers
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specially designed instruction stated within their IEP.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; General Education Teachers; Special Education Teachers
Activity - Co-Teaching Coaching Follow-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and general education co-teachers will receive co-teaching coaching follow-up observations and debriefs from GRREC consultant to focus on closing the gap between students with disabilities and students without disabilities.	Professional Learning	12/07/2015	02/05/2016	\$0	No Funding Required	Principal, Special Education and General Education Teachers, GRREC consultant
Activity - Visualizing and Verbalizing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The visualizing and verbalizing program develops concept imagery as a basis for comprehension and higher order thinking. Students with disabilities receive this daily in addition to reading and writing curriculum. Instruction is provided by a literacy specialist.	Direct Instruction	08/11/2015	05/31/2016	\$16000	IDEA	Principal, Literacy Specialist
Activity - Engaging Students in Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Russell County Middle School

Through purposeful grouping of students with disabilities, the visualizing and verbalizing program will serve as the fundamental instructional resource to engage students through a discernable pace and structure to provide an accurate cognitive challenge with the opportunity for student reflection with a literacy specialist.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Literacy Specialist
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Activity - Research-Based Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High Noon Books, a research-based, high interest, low-leveled reading starter kit was purchased for students to encourage reading and improve comprehension and fluency.	Academic Support Program	08/11/2015	05/31/2016	\$560	IDEA	Special Education Teachers, DOSE

Activity - Teach Me to Read Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach Me to Read is a training designed for special education teachers and interventionists. The focus of this training is on assessment and best practices in teaching phonemic awareness, advanced phonics and fluency skills with older students. Participants learn to determine student needs through assessment and to choose instructional approaches to meet those specific needs. The major resource for this training is Words Their Way.	Professional Learning	09/07/2015	10/14/2015	\$1500	Title I Part A	Special Education Teachers, Principal

Strategy 2:

Math Gap Initiative - In conjunction with the school-wide Math Initiative and the core math and math lab curriculum, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction. Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as summative and formative assessments will be used to guide instruction.

Category: Continuous Improvement

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students with disabilities are progress monitored bi-weekly by using AIMS Web.	Academic Support Program	08/11/2015	05/31/2016	\$350	IDEA	Principal; Special Education Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specially designed instruction stated within their IEP.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; General Education Teachers; Special Education Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Co-Teaching Coaching Follow-up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and general education co-teachers will receive co-teaching coaching follow-up observations and debriefs from GRREC consultant to focus on closing the gap between students with disabilities and students without disabilities.	Professional Learning	12/07/2015	02/05/2016	\$0	No Funding Required	Principal, Special Education and General Education Teachers, GRREC Consultant

Activity - Using Assessment in Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and cognitive coaches will work with teachers to enhance the quality of questions and prompts for the purpose of deepening student learning. Assessments will be revamped to better align with standards and to pinpoint the specific learning targets.	Professional Learning	09/23/2015	03/22/2016	\$0	No Funding Required	Principals, Teachers, Instructional Coach, GRREC Consultants

Strategy 3:

School-Wide Gap Initiative - The school-wide gap initiative will address any academic or non-academic factors that impact student achievement, such as social, emotional, and health needs, as well as school safety and discipline strategies. Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as formative and summative assessments will be used to guide instruction. PBIS data and other school surveys will be utilized to address other non-academic factors.

Category: Continuous Improvement

Activity - Family Medical Center Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at RCMS are provided the opportunity for a free dental screening that includes a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on the school campus with parent permission.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; FRYSC; Cumberland Family Medical Staff; School Nurse

Activity - Youth Services Center Student Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to help eliminate barriers to academic success.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal; Teachers; Youth Services Center

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - RCMS Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Russell County Middle School will host an event that showcases learning across content areas with student performances to share with parents and the community. A meal will be served.	Parent Involvement	04/19/2016	04/19/2016	\$1070	FRYSC	Principal; Teachers; Youth Services Center
Activity - Mentoring Gap Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adult mentors will meet with identified gap students to discuss academic, behavior, and attendance goals.	Academic Support Program	01/05/2016	05/31/2016	\$0	No Funding Required	Principal, Counselor, FRYSC, County Attorney Office Representative, DPP, Court Designated Worker
Activity - Leader in Me Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development occurred for certified and classified staff over three days that focused on the speed of trust and empowerment.	Professional Learning	06/10/2015	06/12/2015	\$0	GRECC Race to the Top	Principal, Certified and Classified Personnel
Activity - RCMS Student Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level representatives were elected by the student body to be their voice on the student council. Student Council collaborates with the administration, teachers, and SBDM to communicate concerns or issues from the student body. The administration utilizes the student council in grade level assemblies to communicate topics of importance to the student body. Additionally, the student council presents at the school board and community meetings as well.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers, Student Council, Students, SBDM
Activity - Reducing Barriers with Migrant & EL Staff	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, including summer school and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	08/11/2015	05/31/2016	\$1000	Title I Part C	EL/Migrant Instructor, District EL/Migrant Contact

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Student Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receive health and physical education in their academic schedule and are offered three free nutritional meals daily through a district-wide lunch program. Students calculate their BMI, the factors that contribute to it, and analyze how it affects their role of being productive members of society.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Health and PE teachers, SBDM

Goal 4: Russell County Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2017.

Measurable Objective 1:

collaborate to provide discipline options for the school by 05/31/2016 as measured by the reduction of discipline referrals made to administration as reported through Infinite Campus.

Strategy 1:

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

Category: Continuous Improvement

Activity - Preventative Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration. This happens during grade level and whole school assemblies and includes PBIS school wide expectations.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principals; Counselors

Activity - Positive Behavior Intervention Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes schoolwide expectations, common area rules, and lesson plans to be taught with consistency so the result will be fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and communicated to all stakeholders. DOJO is an incentive used within this program to recognize students who are meeting expectations. Recipients of positive DOJO points receive various rewards based on student choice. SWIS is also being utilized as a monitoring tool.	Behavioral Support Program	08/11/2015	05/31/2016	\$300	IDEA	Principal, Certified and Classified Staff, Students, Parents, Community Stakeholders

Activity - Expectations for School Climate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Russell County Middle School

Principal communicates school-wide PBIS behavior management expectations to students, teachers and parents. Teachers practice and implement procedures regularly to ensure a safe environment.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principals, Teachers, Students, Other School Staff, Parents
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Strategy 2:

Maintenance of School Campus - The principal will manage custodial staff by assessing and monitoring cleanliness of school and relationships among others and meeting with them in regards to school expectations.

Category: Continuous Improvement

Activity - School Campus Maintenance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will assess and monitor the cleanliness of the school, inside and out, and the working relationship between faculty and staff by meeting with custodial staff to review school expectations.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers, Custodians

Measurable Objective 2:

collaborate to improve meaningful teacher perspective toward professional development by 05/31/2017 as measured by increasing the results of 2017 TELL Survey by 18% .

Strategy 1:

Professional Development Relevance - Teachers' concerns from the May 2015 TELL Survey will be taken into consideration for improvement to professional development.

Category: Professional Learning & Support

Activity - Differentiated Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/11/2015	05/31/2016	\$10600	Title I Part A, Race to the Top, Other	District PD Coordinator, Principals, Teachers

Activity - Follow-Up/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	District PD Coordinator, Principals, Teachers

Measurable Objective 3:

collaborate to ensure that teacher input and leadership is relevant, consistently supported, and recognized in a comfortable, respectful environment with effective feedback by 05/31/2017 as measured by 2015/2016 VAL-ED, 2017 TELL SURVEY, and other teacher surveys (i.e. Survey Monkey, Effective Schools) .

KDE Comprehensive School Improvement Plan

Russell County Middle School

Strategy 1:

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

Category:

Activity - Forums for Concerns	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principals, Faculty, Staff
Activity - Forums for Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive timely feedback from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principals, Teachers, Staff
Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive appropriate acknowledgement for accomplishments.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principals, Teachers, Staff
Activity - Problem-Solving and Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principals, Teacher, Staff, SBDM Council

Goal 5: Russell County Middle School will reduce the overall combined Reading and Math Novice 10% by May 2016.

Measurable Objective 1:

collaborate to reduce the percentage of Novice students in reading from 19.8% to 17.8% and math from 14.7% to 13.2% by 05/31/2016 as measured by K-Prep.

Strategy 1:

Reading Initiative - RCMS has determined the "as-is" state of the school with a novice reduction team analyzing data and key core work processes. We will implement specific strategies to reduce the novice students. Mentor meetings, Discovery Education Benchmarks and probes and other academic program measures as applicable to specific students will be used for progress monitoring throughout the year.

KDE Comprehensive School Improvement Plan

Russell County Middle School

Category: Continuous Improvement

Activity - STAR/AR program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, gap students will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/11/2015	05/31/2016	\$9942	Title I Part A, State Funds	Principal, Teachers, Library Media Specialist, SBDM
Activity - Visualizing and Verbalizing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The visualizing and verbalizing program develops concept imagery as a basis for comprehension and higher order thinking. Students with disabilities receive this daily in addition to reading and writing core curriculum. Instruction is provided by a literacy specialist.	Academic Support Program	08/11/2015	05/31/2016	\$16000	IDEA	Principal, Literacy Specialist
Activity - Laker Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Tuesday all students will be given the opportunity for content-literacy practice through a rotation schedule of all content and ENCORE areas. Students will complete a literacy activity to support the school wide initiative of increasing literacy skills.	Academic Support Program	01/05/2016	04/26/2016	\$0	No Funding Required	Principal, Teachers
Activity - Instructional Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will support, monitor, and evaluate instructional programs to enhance teaching and student academic progress.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principals, Teachers
Activity - Effectiveness Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effectiveness coach is available to build capacity with teachers, principals and other professionals in regards to PGES including but not limited to student growth goals, professional growth plans, self-reflections and observations which are direct links to novice reduction.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Effectiveness Coach, Teachers, Principals, Other Professionals
Activity - Novice Reduction Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Russell County Middle School

A team of teachers representing all content areas and grade levels, principals, instructional coach and district personnel worked through the KDE tools supported by a novice reduction coach to analyze the "as-is" state of the school and identify leverages and concerns for the school. As a result, activities were developed to reduce the number of novice students.	Professional Learning	10/27/2015	11/19/2015	\$100	Title I Part A	Director of Professional Development, Principal, Instructional Coach, Teachers
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Activity - Establishing a Culture for Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom culture reflects both teachers and students value hard work, learning and perseverance. There are high expectations for high expectations. The principals support the staff through continuous improvement efforts.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers, Students, Principals

Activity - Design and Delivery of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District initiatives that include the creation of and follow-up with vertically and horizontally aligned pacing/curriculum maps and district-wide lesson plan templates that include standards, essential questions, assessments, instructional strategies, accommodations and program review and pges connections ensure all students have access to quality instruction.	Direct Instruction	08/04/2015	05/31/2016	\$0	No Funding Required	Teachers, Instructional Coach, Principal, Director of Instruction

Activity - Building Writers Within with Abell & Atherton	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 6-8 English/Language Arts general education and collaborating special education teachers participated in a series of professional development offered by Abell & Atherton Educational Consultants that focused on implementing standards-based writing and reading lessons and assessments. Participants learned step by step approaches for teaching students to be more independent writers with challenging and engaging activities congruent to standards. Rubrics and student work samples were analyzed for performance standards as well.	Professional Learning	09/15/2015	11/16/2015	\$8275	Title I Part A	General and Special Education Teachers, Instructional Coach, District PD Coordinator, Principal

Strategy 2:

Math Initiative - RCMS has determined the "as-is" state of the school with a novice reduction team analyzing data and key core work processes. We will implement specific strategies to reduce the novice students. Mentor meetings, Discovery Education Benchmarks and probes and other academic program measures as applicable to specific students will be used for progress monitoring throughout the year.

Category: Continuous Improvement

Activity - Assessment 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 Middle School

GRREC math consultant, Jennifer Clemmons, is collaborating with RCMS Math teachers on analyzing common core and designing coherent instructional assessments congruent to standards.	Academic Support Program	11/24/2015	05/31/2016	\$5500	Title I Part A, State Funds	GRREC Consultant, Teachers, Instructional Coach, Principal
Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC Math Consultant, Jennifer Clemmons, is collaborating with RCMS Math teachers to design and monitor instructional outcomes by analyzing intended learning objectives.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	GRREC Consultant, Teachers, Principal, Instructional Coach
Activity - Instructional Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will support, monitor, and evaluate instructional programs to enhance teaching and student academic progress	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principals, Teachers
Activity - Effectiveness Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effectiveness coach is available to build capacity with teachers, principals and other professionals in regards to PGES including but not limited to student growth goals, professional growth plans, self-reflections and observations which are direct links to novice reduction	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Effectiveness Coach, Teachers, Principals, Other Professionals
Activity - Novice Reduction Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers representing all content areas and grade levels, principals, instructional coach and district personnel worked through the KDE tools supported by a novice reduction coach to analyze the "as-is" state of the school and identify leverages and concerns for the school. As a result, activities were developed to reduce the number of novice students.	Professional Learning	10/27/2015	11/19/2015	\$100	Title I Part A	Director of Professional Development, Principals, Instructional Coach, Teachers
Activity - Establishing a Cultue for Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom culture reflects both teachers and students value hard work, learning and perseverance. There are high expectations for high expectations. The principals support the staff through continuous improvement efforts.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers, Students, Principals

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Design and Delivery of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District initiatives that include the creation of and follow-up with vertically and horizontally aligned pacing/curriculum maps and district-wide lesson plan templates that include standards, essential questions, assessments, instructional strategies, accommodations and program review and pges connections ensure all students have access to quality instruction.	Direct Instruction	08/04/2015	05/31/2016	\$0	No Funding Required	Teachers, Instructional Coach, Principal, Director of Instruction
Activity - Conceptual Building Blocks Math Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education, special education teachers and instructional coach will develop a deep conceptual understanding of the core components of standards and learn strategies for teaching content and differentiating instruction for a student-centered classroom.	Professional Learning	10/26/2015	02/05/2016	\$4225	Title I Part A	Math Teachers, Instructional Coach, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reducing Barriers with Migrant & EL Staff	Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources, including summer school and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	08/11/2015	05/31/2016	\$1000	EL/Migrant Instructor, District EL/Migrant Contact
Total					\$1000	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EXPLORE Diagnostic Assessment	RCMS will administer the EXPLORE Diagnostic Assessment to students to identify deficit skills in benchmark areas to guide instruction for student growth and to use as a guide for personalized learning in the acceleration of students performing above benchmark.	Academic Support Program	03/29/2016	03/29/2016	\$4000	Principal; Guidance Counselor; Teachers; Instructional Coach
Total					\$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Leadership	Administration will support, monitor, and evaluate instructional programs to enhance teaching and student academic progress.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principals, Teachers
Communication and Community Relations	Teachers, principals, Russell County High School College and Career Counselor and other school personnel will communicate with families, community and other stakeholders to better prepare students for the post-school college and career opportunities during events such as Operation Preparation, CCR Parent Night and the Career Fair.	Community Engagement	01/04/2016	05/31/2016	\$0	Teachers, Principal, RCHS CCR Counselor

KDE Comprehensive School Improvement Plan

Russell County Middle School

Accelerated Math Class	Accelerated math classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2015	05/31/2016	\$0	Principal; Teachers; Guidance Counselor; Instructional Coach
Design and Delivery of Instruction	District initiatives that include the creation of and follow-up with vertically and horizontally aligned pacing/curriculum maps and district-wide lesson plan templates that include standards, essential questions, assessments, instructional strategies, accommodations and program review and pges connections ensure all students have access to quality instruction.	Direct Instruction	08/04/2015	05/31/2016	\$0	Teachers, Instructional Coach, Principal, Director of Instruction
Forums for Feedback	Teachers will receive timely feedback from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/11/2015	05/31/2016	\$0	Principals, Teachers, Staff
Problem-Solving and Decision Making	Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback.	Other	08/11/2015	05/31/2016	\$0	Principals, Teacher, Staff, SBDM Council
Accelerated English Class	Accelerated English classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2015	05/31/2016	\$0	Principal; Teachers; Guidance Counselor; Instructional Coach
Effectiveness Coach	Effectiveness coach is available to build capacity with teachers, principals and other professionals in regards to PGES including but not limited to student growth goals, professional growth plans, self-reflections and observations which are direct links to novice reduction.	Professional Learning	07/01/2015	06/30/2016	\$0	Effectiveness Coach, Teachers, Principals, Other Professionals
Establishing a Culture for Learning	The classroom culture reflects both teachers and students value hard work, learning and perseverance. There are high expectations for high expectations. The principals support the staff through continuous improvement efforts.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	Teachers, Students, Principals
Student Wellness	All students receive health and physical education in their academic schedule and are offered three free nutritional meals daily through a district-wide lunch program. Students calculate their BMI, the factors that contribute to it, and analyze how it affects their role of being productive members of society.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	Principal, Health and PE teachers, SBDM
Common Assessments	Common assessments will be developed congruent to standards and administered in all English/Language Arts classes to identify gaps in student learning and adjust instruction.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal; Teachers; Instructional Coach

KDE Comprehensive School Improvement Plan

Russell County Middle School

Intentional Faculty Collaboration with Program Reviews	There is intentional faculty collaboration within the school and with other stakeholders to showcase the real-world applications of arts and humanities, practical living/career studies and writing through guest speakers/assemblies and to embed areas within content area instruction to enhance not only program reviews, but also their own subject area. Specific examples and modeling of rationales and documentation of evidence based on proficient language of the rubrics have been shared with the faculty.	Professional Learning	08/11/2015	05/31/2016	\$0	Teachers, Principal, Instructional Coach, Counselor, Program Review Leads and Teams
RCMS Student Council	Grade level representatives were elected by the student body to be their voice on the student council. Student Council collaborates with the administration, teachers, and SBDM to communicate concerns or issues from the student body. The administration utilizes the student council in grade level assemblies to communicate topics of importance to the student body. Additionally, the student council presents at the school board and community meetings as well.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, Teachers, Student Council, Students, SBDM
School Campus Maintenance	The principal will assess and monitor the cleanliness of the school, inside and out, and the working relationship between faculty and staff by meeting with custodial staff to review school expectations.	Other	08/11/2015	05/31/2016	\$0	Principal, Teachers, Custodians
Mentoring Gap Students	Adult mentors will meet with identified gap students to discuss academic, behavior, and attendance goals.	Academic Support Program	01/05/2016	05/31/2016	\$0	Principal, Counselor, FRYSC, County Attorney Office Representative, DPP, Court Designated Worker
Follow-Up/Feedback	Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning	08/11/2015	05/31/2016	\$0	District PD Coordinator, Principals, Teachers
Using Assessment in Instruction	Principals and cognitive coaches will work with teachers to enhance the quality of questions and prompts for the purpose of deepening student learning. Assessments will be revamped to better align with standards and to pinpoint the specific learning targets.	Professional Learning	09/23/2015	03/22/2016	\$0	Principals, Teachers, Instructional Coach, GREC Consultants
Establishing a Culture for Learning	The classroom culture reflects both teachers and students value hard work, learning and perseverance. There are high expectations for high expectations. The principals support the staff through continuous improvement efforts.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	Teachers, Students, Principals

KDE Comprehensive School Improvement Plan

Russell County Middle School

Career-Tech Reading and Math	Students targeted for drop out prevention are provided a period of career-technical instruction to experience and apply real-world reading and math skills in the work place.	Career Preparation/Orientation	11/16/2015	05/31/2016	\$0	Principal, Lake Cumberland Area Technology Center Teachers and Principal
Effectiveness Coach	Effectiveness coach is available to build capacity with teachers, principals and other professionals in regards to PGES including but not limited to student growth goals, professional growth plans, self-reflections and observations which are direct links to novice reduction	Professional Learning	07/01/2015	06/30/2016	\$0	Effectiveness Coach, Teachers, Principals, Other Professionals
Common Assessments	Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal; Instructional Coach; Teachers
Math Lab	GRREC Math Consultant, Jennifer Clemmons, is collaborating with RCMS Math teachers to design and monitor instructional outcomes by analyzing intended learning objectives.	Academic Support Program	08/11/2015	05/31/2016	\$0	GRREC Consultant, Teachers, Principal, Instructional Coach
PLC Time with Plan, Do, Study, Act	Professional Learning Communities occur weekly using the PDSA process to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning. Through planning and preparation, teachers will present their knowledge of students, instructional outcomes, knowledge of resources, the designing of coherent instruction and student assessments with the support of the instructional coach and principal.	Professional Learning	08/11/2015	05/31/2016	\$0	Principal; Teachers; Instructional Coach
Collaborative/Co-Taught Math Classes	Collaborative/Co-Taught math and math labs will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction	08/11/2015	05/31/2016	\$0	Principal; Teachers
Forums for Concerns	Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/11/2015	05/31/2016	\$0	Principals, Faculty, Staff
Co-Teaching Coaching Follow-Up	Special education and general education co-teachers will receive co-teaching coaching follow-up observations and debriefs from GRREC consultant to focus on closing the gap between students with disabilities and students without disabilities.	Professional Learning	12/07/2015	02/05/2016	\$0	Principal, Special Education and General Education Teachers, GRREC consultant

KDE Comprehensive School Improvement Plan

Russell County Middle School

Co-Teaching Coaching Follow-up	Special education and general education co-teachers will receive co-teaching coaching follow-up observations and debriefs from GRREC consultant to focus on closing the gap between students with disabilities and students without disabilities.	Professional Learning	12/07/2015	02/05/2016	\$0	Principal, Special Education and General Education Teachers, GRREC Consultant
Differentiated Instruction	Instruction of students with disabilities will correlate with their identified goals and specially designed instruction stated within their IEP.	Direct Instruction	08/11/2015	05/31/2016	\$0	Principal; General Education Teachers; Special Education Teachers
Family Medical Center Services	All students at RCMS are provided the opportunity for a free dental screening that includes a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on the school campus with parent permission.	Other	08/11/2015	05/31/2016	\$0	Principal; FRYSC; Cumberland Family Medical Staff; School Nurse
ILP	Every student at RCMS will complete the grade level required components of the ILP.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$0	Principal; Teachers; Counselors
Laker Literacy	Every Tuesday all students will be given the opportunity for content-literacy practice through a rotation schedule of all content and ENCORE areas. Students will complete a literacy activity to support the school wide initiative of increasing literacy skills.	Academic Support Program	01/05/2016	04/26/2016	\$0	Principal, Teachers
Teacher Recognition	Teachers will receive appropriate acknowledgement for accomplishments.	Other	08/11/2015	05/31/2016	\$0	Principals, Teachers, Staff
Expectations for School Climate	Principal communicates school-wide PBIS behavior management expectations to students, teachers and parents. Teachers practice and implement procedures regularly to ensure a safe environment.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	Principals, Teachers, Students, Other School Staff, Parents
Math and Math Lab	The master schedule will reflect that students at Russell County Middle School will be provided with a Math and Math Lab class daily per grade level where there is access to computers to implement IXL, Moby Max, and ALEKS math curriculum as applicable to intervene with students at their individual point of need.	Direct Instruction, Technology, Academic Support Program	08/11/2015	05/31/2016	\$0	Principal; Teachers; SBDM

KDE Comprehensive School Improvement Plan

Russell County Middle School

PLC Time with Plan, Do, Study, Act	Professional Learning Communities occur weekly using the PDSA strategy to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning. Through planning and preparation, teachers will present their knowledge of students, instructional outcomes, knowledge of resources, the designing of coherent instruction and student assessments with the support of the instructional coach and principal.	Professional Learning	08/11/2015	05/31/2016	\$0	Principal; Teachers; Instructional Coach
Differentiated Instruction	Instruction of students with disabilities will correlate with their identified goals and specially designed instruction stated within their IEP.	Direct Instruction	08/11/2015	05/31/2016	\$0	Principal; General Education Teachers; Special Education Teachers
Instructional Leadership	Administration will support, monitor, and evaluate instructional programs to enhance teaching and student academic progress	Academic Support Program	08/11/2015	05/31/2016	\$0	Principals, Teachers
Program Review Instruction	Specific grade level instruction aligned with the program reviews will be implemented to improve the quality of the programs and influence students with program content.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, Teachers, Instructional Coach
Collaborative/Co-Taught English/Language Arts Classrooms	Collaborative/Co-Taught English/Language Arts classrooms will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction	08/11/2015	05/31/2016	\$0	Principal; General and Special Education Teachers
Operation Preparation	A week of activities to focus on the importance of advising and providing an opportunity for schools, students, parents, and communities to collaborate in the College and Career Planning process and to provide the students with information and inspiration to become College and Career ready. Guest speakers invited are based on ILP results.	Career Preparation/Orientation	03/15/2016	03/18/2016	\$0	Principal; Guidance Counselor; Teachers; Youth Services Center; College and Career Readiness Counselor
Youth Services Center Student Services	The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to help eliminate barriers to academic success.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal; Teachers; Youth Services Center
Engaging Students in Learning	Through purposeful grouping of students with disabilities, the visualizing and verbalizing program will serve as the fundamental instructional resource to engage students through a discernable pace and structure to provide an accurate cognitive challenge with the opportunity for student reflection with a literacy specialist.	Direct Instruction	08/11/2015	05/31/2016	\$0	Principal, Literacy Specialist

KDE Comprehensive School Improvement Plan

Russell County Middle School

Design and Delivery of Instruction	District initiatives that include the creation of and follow-up with vertically and horizontally aligned pacing/curriculum maps and district-wide lesson plan templates that include standards, essential questions, assessments, instructional strategies, accommodations and program review and pges connections ensure all students have access to quality instruction.	Direct Instruction	08/04/2015	05/31/2016	\$0	Teachers, Instructional Coach, Principal, Director of Instruction
Preventative Interventions	Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration. This happens during grade level and whole school assemblies and includes PBIS school wide expectations.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	Principals; Counselors
English AND Language Arts Classes	The master schedule will reflect that all students at Russell County Middle School will be provided with two separate English and Language Arts classes daily per grade level.	Direct Instruction	08/11/2015	05/31/2016	\$0	Principal; Teachers; SBDM
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conceptual Building Blocks Math Cadre	General education, special education teachers and instructional coach will develop a deep conceptual understanding of the core components of standards and learn strategies for teaching content and differentiating instruction for a student-centered classroom.	Professional Learning	10/26/2015	02/05/2016	\$4225	Principals, Instructional Coach, General and Special Education Teachers
Teach Me to Read Training	Teach Me to Read is a training designed for special education teachers and interventionists. The focus of this training is on assessment and best practices in teaching phonemic awareness, advanced phonics and fluency skills with older students. Participants learn to determine student needs through assessment and to choose instructional approaches to meet those specific needs. The major resource for this training is Words Their Way.	Professional Learning	09/07/2015	10/14/2015	\$1500	Special Education Teachers, Principal
Novice Reduction Meeting	A team of teachers representing all content areas and grade levels, principals, instructional coach and district personnel worked through the KDE tools supported by a novice reduction coach to analyze the "as-is" state of the school and identify leverages and concerns for the school. As a result, activities were developed to reduce the number of novice students.	Professional Learning	10/27/2015	11/19/2015	\$100	Director of Professional Development, Principals, Instructional Coach, Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

RTI	Reading interventions are scheduled with a Title I teacher or substitute teacher for students scoring in the bottom 10% of the Discovery Education benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$60000	Principal; Instructional Coach; Title I Teacher; Substitute Teacher
STAR/AR program	RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, gap students will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/11/2015	05/31/2016	\$3000	Principal, Teachers, Library Media Specialist, SBDM
Conceptual Building Blocks Math Cadre	General education, special education teachers and instructional coach will develop a deep conceptual understanding of the core components of standards and learn strategies for teaching content and differentiating instruction for a student-centered classroom.	Professional Learning	10/26/2015	02/05/2016	\$4225	Math Teachers, Instructional Coach, Principal
Novice Reduction Meeting	A team of teachers representing all content areas and grade levels, principals, instructional coach and district personnel worked through the KDE tools supported by a novice reduction coach to analyze the "as-is" state of the school and identify leverages and concerns for the school. As a result, activities were developed to reduce the number of novice students.	Professional Learning	10/27/2015	11/19/2015	\$100	Director of Professional Development, Principal, Instructional Coach, Teachers
Building Writers Within with Abell & Atherton	Grades 6-8 English/Language Arts general education and collaborating special education teachers participated in a series of professional development offered by Abell & Atherton Educational Consultants that focused on implementing standards-based writing and reading lessons and assessments. Participants learned step by step approaches for teaching students to be more independent writers with challenging and engaging activities congruent to standards. Rubrics and student work samples were analyzed for performance standards as well.	Professional Learning	09/15/2015	11/16/2015	\$8275	General and Special Education Teachers, Instructional Coach, District PD Coordinator, Principal
College/Career Readiness Parent Night	Russell County Middle School will host a College/Career Readiness Parent Assembly in conjunction with "Operation Preparation." Parents will receive motivational school items for attending the informational meeting.	Parent Involvement	03/22/2016	03/22/2016	\$600	Principal; College and Career Readiness Counselor; FRYSC; Counselor; Instructional Coach; Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

Differentiated Professional Development	Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/11/2015	05/31/2016	\$4000	District PD Coordinator, Principals, Teachers
Discovery Education Benchmarking and Probes	Discovery Education Benchmarking will occur in fall, winter and spring to assess students in math and probes will be administered to students to track mastery of deficit standards according to benchmark results. Student will be recognized for their good faith efforts.	Academic Support Program	01/04/2016	05/31/2016	\$2000	Principal, Teachers, Instructional Coach
EXPLORE Diagnostic Assessment	RCMS will administer the EXPLORE Diagnostic Assessment to students to identify deficit skills in benchmark areas to guide instruction for student growth and to use as a guide for personalized learning in the acceleration of students performing above benchmark.	Academic Support Program	03/29/2016	03/29/2016	\$4000	Principal; Guidance Counselor; Teachers; Instructional Coach
Building Writers Within with Abell & Atherton	Grades 6-8 English/Language Arts general education and collaborating special education teachers participated in a series of professional development offered by Abell & Atherton Educational Consultants that focused on implementing standards-based writing and reading lessons and assessments. Participants learned step by step approaches for teaching students to be more independent writers with challenging and engaging activities congruent to standards. Rubrics and student work samples were analyzed for performance standards as well.	Professional Learning	09/15/2015	11/16/2015	\$8275	General and Special Education Teachers, Instructional Coach, District PD Coordinator, Principal
STAR/AR Program	RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, gap students will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/11/2015	05/31/2016	\$3000	Principal; Teachers; Library Media Specialist; SBDM
Discovery Education Benchmarking and Probes	Discovery Education Benchmarking will occur in fall, winter and spring to assess students in reading and probes will be administered to students to track mastery of deficit standards according to benchmark results. Student will be recognized for their good faith efforts.	Academic Support Program	01/04/2016	05/31/2016	\$2000	Principal, Teachers, Instructional Coach
Assessment Literacy	GRREC math consultant, Jennifer Clemmons, is collaborating with RCMS Math teachers on analyzing common core and designing coherent instructional assessments congruent to standards.	Academic Support Program	11/24/2015	05/31/2016	\$4500	GRREC Consultant, Teachers, Instructional Coach, Principal
Total					\$109800	

KDE Comprehensive School Improvement Plan

Russell County Middle School

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Plus	Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning	06/03/2013	10/02/2015	\$0	6th Grade Math Teachers, Principal
Total					\$0	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Intervention Supports	PBIS is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes schoolwide expectations, common area rules, and lesson plans to be taught with consistency so the result will be fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and communicated to all stakeholders. DOJO is an incentive used within this program to recognize students who are meeting expectations. Recipients of positive DOJO points receive various rewards based on student choice. SWIS is also being utilized as a monitoring tool.	Behavioral Support Program	08/11/2015	05/31/2016	\$300	Principal, Certified and Classified Staff, Students, Parents, Community Stakeholders
Research-Based Materials	High Noon Books, a research-based, high interest, low-leveled reading starter kit was purchased for students to encourage reading and improve comprehension and fluency.	Academic Support Program	08/11/2015	05/31/2016	\$560	Special Education Teachers, DOSE
IEP Goal Progress Monitoring	Identified students with disabilities are progress monitored weekly by using AIMS Web.	Academic Support Program	08/11/2015	05/31/2016	\$350	Principal; Special Education Teachers
Visualizing and Verbalizing Program	The visualizing and verbalizing program develops concept imagery as a basis for comprehension and higher order thinking. Students with disabilities receive this daily in addition to reading and writing curriculum. Instruction is provided by a literacy specialist.	Direct Instruction	08/11/2015	05/31/2016	\$16000	Principal, Literacy Specialist
IEP Goal Progress Monitoring	Identified students with disabilities are progress monitored bi-weekly by using AIMS Web.	Academic Support Program	08/11/2015	05/31/2016	\$350	Principal; Special Education Teachers
Visualizing and Verbalizing Program	The visualizing and verbalizing program develops concept imagery as a basis for comprehension and higher order thinking. Students with disabilities receive this daily in addition to reading and writing core curriculum. Instruction is provided by a literacy specialist.	Academic Support Program	08/11/2015	05/31/2016	\$16000	Principal, Literacy Specialist

KDE Comprehensive School Improvement Plan

Russell County Middle School

Total

\$33560

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental/Intervention Materials	Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other ancillary items, Scholastic Scope and Action magazines, Moby Max)	Academic Support Program	08/11/2015	05/31/2016	\$18083	Principal; SBDM; Teachers
STAR/AR program	RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, gap students will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/11/2015	05/31/2016	\$6942	Principal, Teachers, Library Media Specialist, SBDM
Supplemental Materials	Research based math supplemental resources will be provided. (i.e. - IXL, ALEKS, Moby Max, etc.) in addition to the math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Technology, Academic Support Program	08/11/2015	05/31/2016	\$600	Principal; Teachers; SBDM
Assessment Literacy	GRREC math consultant, Jennifer Clemmons, is collaborating with RCMS Math teachers on analyzing common core and designing coherent instructional assessments congruent to standards.	Academic Support Program	11/24/2015	05/31/2016	\$1000	GRREC Consultant, Teachers, Instructional Coach, Principal
RTI	Reading interventions are scheduled with a Title I teacher or substitute teacher for students scoring in the bottom 10% of the Discovery Education benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$10000	Principal; Instructional Coach; Title I Teacher; Substitute Teacher
Before/After-School Tutoring	Before/After-school tutoring opportunities are provided for students struggling in reading, writing, and language mechanics.	Tutoring	08/11/2015	05/31/2016	\$5000	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM
Before/After-School Tutoring	Before/After-school tutoring opportunities are provided for students struggling in math.	Tutoring	08/11/2015	05/31/2016	\$5000	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

KDE Comprehensive School Improvement Plan

Russell County Middle School

STAR/AR Program	RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, gap students will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/11/2015	05/31/2016	\$6942	Principal; Teachers; Library Media Specialist; SBDM
Total					\$53567	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Discovery Education Benchmarking and Probes	Discovery Education Benchmarking will occur in fall, winter and spring to assess students in math and probes will be administered to students to track mastery of deficit standards according to benchmark results. Student will be recognized for their good faith efforts.	Academic Support Program	01/04/2016	05/31/2016	\$3200	Principal, Teachers, Instructional Coach
Discovery Education Benchmarking and Probes	Discovery Education Benchmarking will occur in fall, winter and spring to assess students in reading and probes will be administered to students to track mastery of deficit standards according to benchmark results. Student will be recognized for their good faith efforts.	Academic Support Program	01/04/2016	05/31/2016	\$3200	Principal, Teachers, Instructional Coach
Total					\$6400	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century After-School Program	RCMS students who attend the 21st Century After-School Program will be able to explore career interest inventories through real world application of employability skills.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$5000	Principal; 21st Century District Coordinator; 21st Century School Coordinator; 21st Century Teachers
GEMS/G2-TECS	8th grade girls and boys apply for the opportunity to attend a workshop on a college campus to learn the real world application of reading, math, and science skills in the workforce.	Career Preparation/Orientation	11/13/2015	11/20/2015	\$300	Guidance Counselor; English Teachers
Differentiated Professional Development	Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/11/2015	05/31/2016	\$6100	District PD Coordinator, Principals, Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

Total \$11400

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement with John Antonetti	John Antonetti provided a district-wide student engagement training on high-yield instructional strategies, 8 qualities of work and the big ideas of thinking. Follow-up trainings for a teacher cadre representing each content area and special education within the school is provided to allow for those attending to come back and share ideas to implement with their colleagues.	Professional Learning	08/05/2015	01/14/2016	\$2000	Director of Professional Development, Principal, Teachers, Instructional Coach
Leader in Me Professional Development	Professional development occurred for certified and classified staff over three days that focused on the speed of trust and empowerment.	Professional Learning	06/10/2015	06/12/2015	\$0	Principal, Certified and Classified Personnel
Student Engagement with John Antonetti	John Antonetti provided a district-wide student engagement training on high-yield instructional strategies, 8 qualities of work and the big ideas of thinking. Follow-up trainings for a teacher cadre representing each content area and special education within the school is provided to allow for those attending to come back and share ideas to implement with their colleagues.	Professional Learning	08/05/2015	01/14/2016	\$2000	Director of Professional Development, Principal, Teachers, Instructional Coach
Total					\$4000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RCMS Student Showcase	Russell County Middle School will host an event that showcases learning across content areas with student performances to share with parents and the community. A meal will be served.	Parent Involvement	04/19/2016	04/19/2016	\$1070	Principal; Teachers; Youth Services Center
Discovery Education Benchmarking and Probes	Discovery Education Benchmarking will occur in fall, winter and spring to assess students in reading and probes will be administered to students to track mastery of deficit standards according to benchmark results. Student will be recognized for their good faith efforts.	Academic Support Program	01/04/2016	05/31/2016	\$2300	Principal, Teachers, Instructional Coach
Discovery Education Benchmarking and Probes	Discovery Education Benchmarking will occur in fall, winter and spring to assess students in math and probes will be administered to students to track mastery of deficit standards according to benchmark results. Student will be recognized for their good faith efforts.	Academic Support Program	01/04/2016	05/31/2016	\$2300	Principal, Teachers, Instructional Coach
Total					\$5670	

KDE Comprehensive School Improvement Plan

Russell County Middle School

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Professional Development	Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/11/2015	05/31/2016	\$500	District PD Coordinator, Principals, Teachers
Supplemental Materials	Research based math supplemental resources will be provided. (i.e. - IXL, ALEKS, Moby Max, etc.) in addition to the math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Technology, Academic Support Program	08/11/2015	05/31/2016	\$5055	Principal; Teachers; SBDM
Total					\$5555	

KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Russell County Middle School uses data to drive our instruction and to make the decisions to meet the needs of all students. Questions we ask as we analyze our data are as follows:

- *Are our students showing growth?/Where do we have gaps?
- *What content areas are strengths/weaknesses?
- *Which programs/strategies in place are effective?
- *Where is RCMS in relation to the state?
- *How do we involve stakeholders?

Russell County Middle School participates in an Assessment Analysis/School improvement Planning Professional Learning Day each fall. Through this day, the School Report Card including K-PREP, EXPLORE and Program Review data is dissected. Content areas compare the findings of subgroups, determine the overall novice percentage for their area and develop strategies to reduce novice. They then determine if delivery targets were met and identify subgroups to prioritize. Program Review areas also review their strengths and next steps for areas of improvement. All individual groups report to the whole group to decide on priority areas for improvement. Top Novice Reduction Strategies will be discussed and strategies to reduce barriers will be decided. A 30-60-90 day plan of implementation will be developed from the school-wide consensus of the group.

Russell County Middle School's classification change of a Needs Improvement School with three focus areas to a Proficient/Progressing classification with only one focus area (reading) was an area of growth for the school for 2014-2015. The overall K-PREP scores rose from 61.8 to 66.5. RCMS met the AMO goal. However, it was due to growth in program reviews instead of student achievement. We earned proficiency, but not through academics. The averaged combined reading and math proficiency was 49.9%, 4% below the delivery target of 54%. In reading, disabled students scored 93.1% below proficiency with 58.6% scoring novice. In math, disabled students scored 94.8% below proficiency with 44.8% scoring novice. However, in regards to EXPLORE, our students scored slightly above the state percentage. Therefore, a continued school-wide effort in reading and math using the results of Discovery Education Benchmarking to provide standards-based interventions to all students and beginning weekly PLCs using the Plan-Do-Study-Act model to analyze classroom assessments and high-yield instructional strategies were initiated to maximize student achievement.

Furthermore, beginning with the second semester, students will set individual reading goals based on their lexile levels and Star reading levels to increase proficiency with a progress monitoring system in place. Students meeting their goals will be recognized for their efforts. A school-wide Laker Literacy time will occur weekly to incorporate the common core across all content areas. Additionally, co-teaching/collaborative classrooms occur to close the achievement gaps in conjunction with the addition of the research-based Visualizing and Verbalizing class taught by a literacy specialist that all students with disabilities receive daily in addition to the core.

After analyzing the TELL Survey results from 2015, it was evident that the concerns our faculty had with managing negative student behavior had improved with a 20% increase in satisfaction. The implementation of PBIS is working and RCMS is continuing to refine the processes in place. For instance, this year, DOJOs are in place to allow students to earn points and have choice in how they "spend" these for rewards.

Also, SWIS is being used to track student behavior issues so more proactive measures can be taken as a school. All of this data is available
SY 2015-2016

to all stakeholders.

This school year, RCMS has begun more intentional practices of personalizing learning through acceleration and intervention by meeting students at their individual point of need. This has been done with classes being offered for high school credit, response to intervention for targeted students scoring in the bottom 10% of the Discovery Education Benchmark and all students receiving a math and math lab class as well as a reading and writing class.

Parent and community meetings and assemblies are held throughout the year to share information about our school and to gain perceptions and perspectives from our stakeholders. Opportunities for involvement and feedback are encouraged and welcomed.

Analyzing data is an intense process that can shed light on many issues. However, data does not always tell us why some students didn't grow or why some content areas are scoring better than others or exactly which programs/strategies are the most effective or why stakeholders have the perceptions they do. Fortunately, through a data analysis day as a school and weekly PLCs, RCMS is learning how to better utilize data, both academic and non-academic, hypothesize and create strategies to best meet the needs of 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?

Russell County Middle School's greatest accomplishment for the 2014-2015 school year is changing its classification from Needs Improvement with three focus areas in reading, language mechanics and math to a Proficient/Progressing classification with only one focus area in reading. According to the most recent K-Prep School Report Card, for the Proficient/Closing the Achievement Gap category, our combined reading and math percentage in proficient and distinguished rose from 48.9 to 49.9%. In the category of accountability, our achievement scores in the proficient and distinguished category increased by 1.7% in math, by 4.9% in social studies, and by 7.6% in language mechanics. Although there were only minimal gains in student achievement, there was an abundance of growth with program reviews. With the concentration in the 2014-2015 school schedule on college and career readiness, Project Lead and grade level and school-wide assemblies that provided many guest speakers from the community, high school and vocational school, students were exposed to leadership and opportunities for life-after-school. We were proud to see our overall Program Review Total Score rise from a 74.6 in 2013-2014 to a 100 in 2014-2015.

RCMS had an average daily attendance rate of 94.7% with all of our students including the 70.2% free/reduced lunch student population being provided three free meals a day at school. 100% of our faculty is highly qualified to teach within their content areas, 50% of our teachers have a Rank I and 32.7% of our teachers have a Master's Degree.

As a way to help improve the learning environment, Russell County Middle School has a Safe School Plan that includes a separate Emergency Procedure Handbook for each teacher to have within their classroom. Lockdown procedures are practiced twice per school year. First responders continue to make site visits to the school building and grounds to communicate with all stakeholders on evacuation plans and lockdown procedures. According to 2015 TELL Survey results, over 90% of the faculty feel they work in a school environment that is safe.

Opportunities for parent and community involvement and feedback made available through various informational meetings and assemblies have provided a renewed school spirit and pride that has revived the culture. Faculty and students are provided a forum to voice concerns through whole group or other small group/individual meetings and the students elected to be representatives from their perspective grade levels are the voice to administration and the community as well as communicating important information from administrators back to the student body through student presentations in grade level assemblies.

RCMS has a student-centered mission statement and motto that is supported with PBIS (Positive Behavioral Intervention & Supports). Not only are behavioral expectations set, academic standards expected to be mastered for each grading period for all core subject areas are shared with both students and parents. According to the 2015 Missing Piece Diagnostic, relationship building and advocacy were strengths with RCMS that we would like to continue to partner in future learning opportunities with parents and the community to engage more stakeholders.

According to the 2015 Title I Survey, parent results showed that nearly 57% agreed that Title I RTI/Enrichment program helped improve their child's skills in Reading/Math or both. 89% shared they had received clear information regarding academic progress of their child with 86% reporting that meetings had been held at a convenient time of day. 95% of parents indicated they felt comfortable and welcome at school with 94% reporting they felt comfortable communicating with the principal/administration at school. 80% were aware of KCAS and goals for the school and how staff is working to achieve goals and 76% stated they had the opportunity to give input regarding school policies.

These types of results help RCMS know that student success is the number one priority. High expectations for learning and commitment are communicated. These results further confirm that solid intervention strategies are being provided for students and systems of communicating student progress to parents are in place.

Opportunities for Improvement

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

Areas in need of improvement are overcoming barriers to learning for our students with disability, continually progress monitoring student data to guide instruction and build character among the students and having them take responsibility for their academic and personal actions.

Although there is an emphasis on our disability group with co-teaching and the visualizing and verbalizing course incorporated into the daily curriculum, there is a greater focus on novice reduction strategies for all subgroups not meeting proficiency. Department heads representing all content areas met to analyze the "as-is" state of Russell County Middle School using the Key Core Processes provided in the White Paper. After honest conversation and input from all stakeholders, a concern of focus was agreed upon as a school to create purposeful and meaningful activities to reduce the number of students performing at the novice level. With the Plan-Do-Study-Act model began with PLCs this school year, teachers are focusing on assessment literacy, high-yield instructional strategies and congruency with standards to ensure student mastery for all students.

Mentor Meetings, piloted in the spring semester of the 2013-14 school year, were developed to identify GAP students with failing grades in math and/or Reading from the first semester to offer support to those students. A conference was scheduled with each student to discuss personal barriers and a counselor, teacher, personnel from the Youth Services Center and/or other adult advocates offered specific suggestions and ideas to help students achieve passing scores in these areas. Suggestions included the importance of regular attendance, organizational tools, ESS, homework assistance, use of the IXL, Moby Max, STAR or other intervention programs, improved note taking, skills for test preparation, completing make-up work, Accelerated Reading requirements and the importance of turning in all assignments. Follow-up meetings occurred. Forty-nine students were identified with deficits in math and/or Reading. Thirty-three of those students or 67% showed improvement, therefore, this opportunity for student improvement will also be revisited.

RCMS will continue to involve stakeholders to strategize ways to reduce barriers to the gap. There is always opportunity for growing personal relationships with students, families and the community. Through PBIS and college and career readiness programs through grade-level and school-wide assemblies and before and after-school activities to promote character education and leadership qualities in students, there is hope of instilling a greater sense of pride in our students for self and school, thus, positively affecting culture and the overall outcome of our future citizens.

Conclusion

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

Russell County Middle School is proud of its many achievements, but also acknowledges that there are many opportunities that will provide us with the ability to foster a whole-child learning environment and better prepare our students for life after high school. With our mission statement as our guide, RCMS is working towards providing a nurturing, learner-centered atmosphere that bases all decisions on its students' academic and personal achievements through more personalized learning. RCMS is also currently addressing teacher morale and improving school culture for both teachers and students through PBIS, character education and leadership opportunities. We feel that these areas will continue to improve and instill not only a strong sense of LAKER pride, but also prepare the students of Russell County Middle School to be College and Career Ready.

KDE 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 Middle School will improve the working and learning environment as measured by the TELL Survey from 59.3% to 80% by 2017.

Measurable Objective 1:
 collaborate to ensure that teacher input and leadership is relevant, consistently supported, and recognized in a comfortable, respectful environment with effective feedback by 05/31/2017 as measured by 2015/2016 VAL-ED, 2017 TELL SURVEY, and other teacher surveys (i.e. Survey Monkey, Effective Schools) .

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

Activity - Forums for Concerns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided an opportunity to express issues, concerns, and suggestions with school leadership individually, small groups (i.e. grade level, content level, committee), faculty meetings, SBDM, and/or anonymously through Survey Monkey or suggestion boxes, etc.	Other	08/11/2015	05/31/2016	\$0 - No Funding Required	Principals, Faculty, Staff

Activity - Problem-Solving and Decision Making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through SBDM-approved school leadership committees including all stakeholders (i.e. teachers, staff, and parents), issues, concerns, and suggestions are voiced to influence the decision-making process of SBDM and school leadership with immediate feedback.	Other	08/11/2015	05/31/2016	\$0 - No Funding Required	Principals, Teacher, Staff, SBDM Council

Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive appropriate acknowledgement for accomplishments.	Other	08/11/2015	05/31/2016	\$0 - No Funding Required	Principals, Teachers, Staff

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Forums for Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive timely feedback from school leadership in regards to voiced concerns, issues, and suggestions.	Other	08/11/2015	05/31/2016	\$0 - No Funding Required	Principals, Teachers, Staff

Measurable Objective 2:

collaborate to improve meaningful teacher perspective toward professional development by 05/31/2017 as measured by increasing the results of 2017 TELL Survey by 18% .

Strategy1:

Professional Development Relevance - Teachers' concerns from the May 2015 TELL Survey will be taken into consideration for improvement to professional development.

Category: Professional Learning & Support

Research Cited:

Activity - Follow-Up/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided time and support to implement knowledge gained from professional development and be given the opportunity to provide feedback on PD relevance and effectiveness.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	District PD Coordinator, Principals, Teachers

Activity - Differentiated Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated PD will be provided to meet the individual needs of teachers as requested/available and recommended based on professional growth (i.e. GRREC, Webinars, Communities of Practice & other available trainings) and as linked to the professional development action plan to support grade level appropriate instruction.	Professional Learning	08/11/2015	05/31/2016	\$4226 - Other \$4000 - Title I Part A \$500 - Race to the Top	District PD Coordinator, Principals, Teachers

Measurable Objective 3:

collaborate to provide discipline options for the school by 05/31/2016 as measured by the reduction of discipline referrals made to administration as reported through Infinite Campus.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Positive Behavior Intervention Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes schoolwide expectations, common area rules, and lesson plans to be taught with consistency so the result will be fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and communicated to all stakeholders. DOJO is an incentive used within this program to recognize students who are meeting expectations. Recipients of positive DOJO points receive various rewards based on student choice. SWIS is also being utilized as a monitoring tool.	Behavioral Support Program	08/11/2015	05/31/2016	\$300 - IDEA	Principal, Certified and Classified Staff, Students, Parents, Community Stakeholders

Activity - Expectations for School Climate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal communicates school-wide PBIS behavior management expectations to students, teachers and parents. Teachers practice and implement procedures regularly to ensure a safe environment.	Behavioral Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principals, Teachers, Students, Other School Staff, Parents

Activity - Preventative Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide schoolwide preventative interventions to include topics on bullying, conflict management, or other social, emotional, physical, or mental issues as deemed necessary by administration. This happens during grade level and whole school assemblies and includes PBIS school wide expectations.	Behavioral Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principals; Counselors

Strategy2:

Maintenance of School Campus - The principal will manage custodial staff by assessing and monitoring cleanliness of school and relationships among others and meeting with them in regards to school expectations.

Category: Continuous Improvement

Research Cited:

Activity - School Campus Maintenance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will assess and monitor the cleanliness of the school, inside and out, and the working relationship between faculty and staff by meeting with custodial staff to review school expectations.	Other	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, Custodians

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

Goal 1:

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Russell County Middle School

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

Measurable Objective 1:

demonstrate a proficiency of 59.1% combined in English/Language Arts and Math by 05/31/2016 as measured by K-Prep.

Strategy1:

Math Initiative - Each student will be provided a separate Math and Math Lab each day to meet the rigorous demands of Common Core Standards. Teachers will meet in PLCs using the "Plan, Do, Study, Act" process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as summative and formative assessments will be used to guide instruction by providing specific interventions to all students to make them aware of the deficits they have with standards. Collaborative/co-taught classrooms allow for students with disabilities to have access to the core curriculum with accommodations provided. More purposeful Tier II interventions provided in addition to the core will be provided for specific students meeting more at-risk criteria.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be developed congruent to standards and administered in all math classes to identify gaps in student learning and adjust instruction.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Instructional Coach; Teachers

Activity - Conceptual Building Blocks Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education, special education teachers and instructional coach will develop a deep conceptual understanding of the core components of standards and learn strategies for teaching content and differentiating instruction for a student-centered classroom.	Professional Learning	10/26/2015	02/05/2016	\$4225 - Title I Part A	Principals, Instructional Coach, General and Special Education Teachers

Activity - PLC Time with Plan, Do, Study, Act	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities occur weekly using the PDSA process to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning. Through planning and preparation, teachers will present their knowledge of students, instructional outcomes, knowledge of resources, the designing of coherent instruction and student assessments with the support of the instructional coach and principal.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; Instructional Coach

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Before/After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After-school tutoring opportunities are provided for students struggling in math.	Tutoring	08/11/2015	05/31/2016	\$5000 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - Math and Math Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect that students at Russell County Middle School will be provided with a Math and Math Lab class daily per grade level where there is access to computers to implement IXL, Moby Max, and ALEKS math curriculum as applicable to intervene with students at their individual point of need.	Direct Instruction Academic Support Program Technology	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; SBDM

Activity - Accelerated Math Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated math classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor; Instructional Coach

Activity - Student Engagement with John Antonetti	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
John Antonetti provided a district-wide student engagement training on high-yield instructional strategies, 8 qualities of work and the big ideas of thinking. Follow-up trainings for a teacher cadre representing each content area and special education within the school is provided to allow for those attending to come back and share ideas to implement with their colleagues.	Professional Learning	08/05/2015	01/14/2016	\$2000 - GRECC Race to the Top	Director of Professional Development, Principal, Teachers, Instructional Coach

Activity - Discovery Education Benchmarking and Probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Benchmarking will occur in fall, winter and spring to assess students in math and probes will be administered to students to track mastery of deficit standards according to benchmark results	Academic Support Program	01/04/2016	05/31/2016	\$2000 - Title I Part A \$3200 - General Fund	Principal, Teachers, Instructional Coach

Activity - Math Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sixth grade math teachers are attending a two year Math Plus GRREC sponsored training that focuses on content, with an emphasis on problem solving tasks, specifically fraction sense and operations.	Professional Learning	06/03/2013	10/02/2015	\$0 - Grant Funds	6th Grade Math Teachers, Principal

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Collaborative/Co-Taught Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative/Co-Taught math and math labs will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers

Activity - Supplemental Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based math supplemental resources will be provided. (i.e. - IXL, ALEKS, Moby Max, etc.) in addition to the math curriculum as well as other manipulatives and tools to support a student-centered classroom.	Technology Academic Support Program	08/11/2015	05/31/2016	\$600 - State Funds \$5055 - Race to the Top	Principal; Teachers; SBDM

Strategy2:

Literacy Initiative - Each student will be provided a separate Reading and Writing instructional course each day to meet the rigorous demands of Common Core Standards .A school-wide literacy initiative, Laker Literacy, will occur weekly as specified school wide time to emphasize the importance of reading standards across all content areas. Teachers will meet in PLCs using the "Plan, Do, Study, Act" process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as summative and formative assessments will be used to guide instruction by providing specific interventions to all students to make them aware of the deficits they have with standards. Collaborative/co-taught classrooms allow for students with disabilities to have access to the core curriculum with accommodations provided. More purposeful Tier II interventions provided in addition to the core will be provided for specific students meeting more at-risk criteria.

Category: Continuous Improvement

Research Cited:

Activity - Accelerated English Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated English classes at the middle school are available for students performing above benchmark/proficiency, some of which offer high school credit.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; Guidance Counselor; Instructional Coach

Activity - Building Writers Within with Abell & Atherton	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 6-8 English/Language Arts general education and collaborating special education teachers participated in a series of professional development offered by Abell & Atherton Educational Consultants that focused on implementing standards-based writing and reading lessons and assessments. Participants learned step by step approaches for teaching students to be more independent writers with challenging and engaging activities congruent to standards. Rubrics and student work samples were analyzed for performance standards as well.	Professional Learning	09/15/2015	11/16/2015	\$8275 - Title I Part A	General and Special Education Teachers, Instructional Coach, District PD Coordinator, Principal

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Supplemental/Intervention Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based classroom Reading and Reading Intervention resources will be provided. (i.e. - Springboard Consumable Student Edition and other ancillary items, Scholastic Scope and Action magazines, Moby Max)	Academic Support Program	08/11/2015	05/31/2016	\$18083 - State Funds	Principal; SBDM; Teachers

Activity - PLC Time with Plan, Do, Study, Act	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities occur weekly using the PDSA strategy to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning. Through planning and preparation, teachers will present their knowledge of students, instructional outcomes, knowledge of resources, the designing of coherent instruction and student assessments with the support of the instructional coach and principal.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; Instructional Coach

Activity - English AND Language Arts Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect that all students at Russell County Middle School will be provided with two separate English and Language Arts classes daily per grade level.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; SBDM

Activity - Before/After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After-school tutoring opportunities are provided for students struggling in reading, writing, and language mechanics.	Tutoring	08/11/2015	05/31/2016	\$5000 - State Funds	Principal; ESS District Coordinator; ESS School Coordinator; ESS Teachers; SBDM

Activity - Student Engagement with John Antonetti	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
John Antonetti provided a district-wide student engagement training on high-yield instructional strategies, 8 qualities of work and the big ideas of thinking. Follow-up trainings for a teacher cadre representing each content area and special education within the school is provided to allow for those attending to come back and share ideas to implement with their colleagues.	Professional Learning	08/05/2015	01/14/2016	\$2000 - GRECC Race to the Top	Director of Professional Development, Principal, Teachers, Instructional Coach

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - STAR/AR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCMS students will use the STAR/AR program within the Library Media Center to monitor reading levels and set personal goals based on STAR level/lexile equivalency to increase proficiency. Students will use the AR program as a research based means to assist in meeting this goal. Additionally, gap students will receive their own books to take home and read with parents to further promote literacy.	Academic Support Program	08/11/2015	05/31/2016	\$6942 - State Funds \$3000 - Title I Part A	Principal; Teachers; Library Media Specialist; SBDM

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading interventions are scheduled with a Title I teacher or substitute teacher for students scoring in the bottom 10% of the Discovery Education benchmark in reading.	Academic Support Program	08/11/2015	05/31/2016	\$10000 - State Funds \$60000 - Title I Part A	Principal; Instructional Coach; Title I Teacher; Substitute Teacher

Activity - Collaborative/Co-Taught English/Language Arts Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative/Co-Taught English/Language Arts classrooms will include a special education teacher co-teaching with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; General and Special Education Teachers

Activity - Discovery Education Benchmarking and Probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Benchmarking will occur in fall, winter and spring to assess students in reading and probes will be administered to students to track mastery of deficit standards according to benchmark results.	Academic Support Program	01/04/2016	05/31/2016	\$2000 - Title I Part A \$3200 - General Fund	Principal, Teachers, Instructional Coach

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be developed congruent to standards and administered in all English/Language Arts classes to identify gaps in student learning and adjust instruction.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; Instructional Coach

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

N/A (this question does not apply)

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

N/A (this question does not apply)

KDE Comprehensive School Improvement Plan

Russell County Middle School

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 ratings for all students in the non-duplicated gap group from 40.2% in 2012 to 70.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 59.1% combined in English/Language Arts and Math by 05/31/2016 as measured by K-Prep .

Strategy1:

Reading Gap Initiative - In conjunction with the school-wide Literacy Initiative and the core Reading and Writing curriculum, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction. Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as formative and summative assessments will be used to guide instruction.

Category: Continuous Improvement

Research Cited:

Activity - Teach Me to Read Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach Me to Read is a training designed for special education teachers and interventionists. The focus of this training is on assessment and best practices in teaching phonemic awareness, advanced phonics and fluency skills with older students. Participants learn to determine student needs through assessment and to choose instructional approaches to meet those specific needs. The major resource for this training is Words Their Way.	Professional Learning	09/07/2015	10/14/2015	\$1500 - Title I Part A	Special Education Teachers, Principal

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specially designed instruction stated within their IEP.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Co-Teaching Coaching Follow-Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and general education co-teachers will receive co-teaching coaching follow-up observations and debriefs from GRREC consultant to focus on closing the gap between students with disabilities and students without disabilities.	Professional Learning	12/07/2015	02/05/2016	\$0 - No Funding Required	Principal, Special Education and General Education Teachers, GRREC consultant

Activity - Visualizing and Verbalizing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The visualizing and verbalizing program develops concept imagery as a basis for comprehension and higher order thinking. Students with disabilities receive this daily in addition to reading and writing curriculum. Instruction is provided by a literacy specialist.	Direct Instruction	08/11/2015	05/31/2016	\$16000 - IDEA	Principal, Literacy Specialist

Activity - Engaging Students in Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through purposeful grouping of students with disabilities, the visualizing and verbalizing program will serve as the fundamental instructional resource to engage students through a discernable pace and structure to provide an accurate cognitive challenge with the opportunity for student reflection with a literacy specialist.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Literacy Specialist

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored weekly by using AIMS Web.	Academic Support Program	08/11/2015	05/31/2016	\$350 - IDEA	Principal; Special Education Teachers

Activity - Research-Based Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High Noon Books, a research-based, high interest, low-leveled reading starter kit was purchased for students to encourage reading and improve comprehension and fluency.	Academic Support Program	08/11/2015	05/31/2016	\$560 - IDEA	Special Education Teachers, DOSE

Strategy2:

Math Gap Initiative - In conjunction with the school-wide Math Initiative and the core math and math lab curriculum, targeted students at RCMS identified within the gap groups will receive specialized, research-based instruction. Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as summative and formative assessments will be used to guide instruction.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - IEP Goal Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students with disabilities are progress monitored bi-weekly by using AIMS Web.	Academic Support Program	08/11/2015	05/31/2016	\$350 - IDEA	Principal; Special Education Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction of students with disabilities will correlate with their identified goals and specially designed instruction stated within their IEP.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; General Education Teachers; Special Education Teachers

Activity - Co-Teaching Coaching Follow-up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and general education co-teachers will receive co-teaching coaching follow-up observations and debriefs from GRREC consultant to focus on closing the gap between students with disabilities and students without disabilities.	Professional Learning	12/07/2015	02/05/2016	\$0 - No Funding Required	Principal, Special Education and General Education Teachers, GRREC Consultant

Activity - Using Assessment in Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and cognitive coaches will work with teachers to enhance the quality of questions and prompts for the purpose of deepening student learning. Assessments will be revamped to better align with standards and to pinpoint the specific learning targets.	Professional Learning	09/23/2015	03/22/2016	\$0 - No Funding Required	Principals, Teachers, Instructional Coach, GRREC Consultants

Strategy3:

School-Wide Gap Initiative - The school-wide gap initiative will address any academic or non-academic factors that impact student achievement, such as social, emotional, and health needs, as well as school safety and discipline strategies. Teachers will meet in PLCs using the PDSA process to share analysis of standards taught and student mastery shown on assessments through item analysis. Results of Discovery Education benchmarks as well as formative and summative assessments will be used to guide instruction. PBIS data and other school surveys will be utilized to address other non-academic factors.

Category: Continuous Improvement

Research Cited:

Activity - Mentoring Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adult mentors will meet with identified gap students to discuss academic, behavior, and attendance goals.	Academic Support Program	01/05/2016	05/31/2016	\$0 - No Funding Required	Principal, Counselor, FRYSC, County Attorney Office Representative, DPP, Court Designated Worker

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - RCMS Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Russell County Middle School will host an event that showcases learning across content areas with student performances to share with parents and the community. A meal will be served.	Parent Involvement	04/19/2016	04/19/2016	\$1070 - FRYSC	Principal; Teachers; Youth Services Center

Activity - Youth Services Center Student Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to help eliminate barriers to academic success.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; Youth Services Center

Activity - Leader in Me Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development occurred for certified and classified staff over three days that focused on the speed of trust and empowerment.	Professional Learning	06/10/2015	06/12/2015	\$0 - GRECC Race to the Top	Principal, Certified and Classified Personnel

Activity - Family Medical Center Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at RCMS are provided the opportunity for a free dental screening that includes a dental assessment, cleaning, fluoride, and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on the school campus with parent permission.	Other	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; FRYSC; Cumberland Family Medical Staff; School Nurse

Activity - Student Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receive health and physical education in their academic schedule and are offered three free nutritional meals daily through a district-wide lunch program. Students calculate their BMI, the factors that contribute to it, and analyze how it affects their role of being productive members of society.	Behavioral Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Health and PE teachers, SBDM

Activity - RCMS Student Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level representatives were elected by the student body to be their voice on the student council. Student Council collaborates with the administration, teachers, and SBDM to communicate concerns or issues from the student body. The administration utilizes the student council in grade level assemblies to communicate topics of importance to the student body. Additionally, the student council presents at the school board and community meetings as well.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, Student Council, Students, SBDM

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Reducing Barriers with Migrant & EL Staff	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, including summer school and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers.	Academic Support Program	08/11/2015	05/31/2016	\$1000 - Title I Part C	EL/Migrant Instructor, District EL/Migrant Contact

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

N/A (this question does not apply)

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

Goal 1:

Increase the percentage of students scoring proficient in reading on K-PREP from 54.3% to 58.3% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 56.3% in Reading by 05/31/2016 as measured by K-PREP..

Strategy1:

College/Career Readiness Initiative - A school-wide College/Career Readiness initiative will ensure that Russell County Middle School students receive specific instruction and exposure to skills and opportunities that will prepare them for a successful future and enable them to compete in an ever-changing global economy. All sixth, seventh and eighth grade students complete the grade level requirements for ILPs and participate in Operation Preparation activities that involve guest speakers from the community and tours of higher educational settings. Informational nights are held for parents to explain college and career readiness where high school counselors explain schedules and representatives from career pathways in the high school, vocational school and college settings are provided for presentations and follow-up questions. A diagnostic EXPLORE test will be administered to all middle school students to monitor the basic skills for college and career readiness.

Category: Career Readiness Pathways

Research Cited:

Activity - Program Review Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific grade level instruction aligned with the program reviews will be implemented to improve the quality of the programs and influence students with program content.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, Instructional Coach

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - College/Career Readiness Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Russell County Middle School will host a College/Career Readiness Parent Assembly in conjunction with "Operation Preparation." Parents will receive motivational school items for attending the informational meeting.	Parent Involvement	03/22/2016	03/22/2016	\$600 - Title I Part A	Principal; College and Career Readiness Counselor; FRYSC; Counselor; Instructional Coach; Teachers

Activity - 21st Century After-School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCMS students who attend the 21st Century After-School Program will be able to explore career interest inventories through real world application of employability skills.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$5000 - Other	Principal; 21st Century District Coordinator; 21st Century School Coordinator; 21st Century Teachers

Activity - EXPLORE Diagnostic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RCMS will administer the EXPLORE Diagnostic Assessment to students to identify deficit skills in benchmark areas to guide instruction for student growth and to use as a guide for personalized learning in the acceleration of students performing above benchmark.	Academic Support Program	03/29/2016	03/29/2016	\$8000 - Title I Part A	Principal; Guidance Counselor; Teachers; Instructional Coach

Activity - GEMS/G2-TECS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade girls and boys apply for the opportunity to attend a workshop on a college campus to learn the real world application of reading, math, and science skills in the workforce.	Career Preparation/Orientation	11/13/2015	11/20/2015	\$300 - Other	Guidance Counselor; English Teachers

Activity - Intentional Faculty Collaboration with Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is intentional faculty collaboration within the school and with other stakeholders to showcase the real-world applications of arts and humanities, practical living/career studies and writing through guest speakers/assemblies and to embed areas within content area instruction to enhance not only program reviews, but also their own subject area. Specific examples and modeling of rationales and documentation of evidence based on proficient language of the rubrics have been shared with the faculty.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Counselor, Program Review Leads and Teams

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student at RCMS will complete the grade level required components of the ILP.	Career Preparation/Orientation	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal; Teachers; Counselors

KDE Comprehensive School Improvement Plan

Russell County Middle School

Activity - Communication and Community Relations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principals, Russell County High School College and Career Counselor and other school personnel will communicate with families, community and other stakeholders to better prepare students for the post-school college and career opportunities during events such as Operation Preparation, CCR Parent Night and the Career Fair.	Community Engagement	01/04/2016	05/31/2016	\$0 - No Funding Required	Teachers, Principal, RCHS CCR Counselor

Activity - Career-Tech Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students targeted for drop out prevention are provided a period of career-technical instruction to experience and apply real-world reading and math skills in the work place.	Career Preparation/Orientation	11/16/2015	05/31/2016	\$0 - No Funding Required	Principal, Lake Cumberland Area Technology Center Teachers and Principal

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A week of activities to focus on the importance of advising and providing an opportunity for schools, students, parents, and communities to collaborate in the College and Career Planning process and to provide the students with information and inspiration to become College and Career ready. Guest speakers invited are based on ILP results.	Career Preparation/Orientation	03/15/2016	03/18/2016	\$0 - No Funding Required	Principal; Guidance Counselor; Teachers; Youth Services Center; College and Career Readiness Counselor

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

Goal 1:

Increase the percentage of students scoring proficient in reading on K-PREP from 54.3% to 58.3% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 56.3% in Reading by 05/31/2016 as measured by K-PREP..

Strategy1:

College/Career Readiness Initiative - A school-wide College/Career Readiness initiative will ensure that Russell County Middle School students receive specific instruction and exposure to skills and opportunities that will prepare them for a successful future and enable them to compete in an ever-changing global economy. All sixth, seventh and eighth grade students complete the grade level requirements for ILPs and participate in Operation Preparation activities that involve guest speakers from the community and tours of higher educational settings. Informational nights are held for parents to explain college and career readiness where high school counselors explain schedules and representatives from career pathways in the high school, vocational school and college settings are provided for presentations and follow-up

KDE Comprehensive School Improvement Plan

Russell County Middle School

questions. A diagnostic EXPLORE test will be administered to all middle school students to monitor the basic skills for college and career readiness.

Category: Career Readiness Pathways

Research Cited:

Activity - Intentional Faculty Collaboration with Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is intentional faculty collaboration within the school and with other stakeholders to showcase the real-world applications of arts and humanities, practical living/career studies and writing through guest speakers/assemblies and to embed areas within content area instruction to enhance not only program reviews, but also their own subject area. Specific examples and modeling of rationales and documentation of evidence based on proficient language of the rubrics have been shared with the faculty.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Counselor, Program Review Leads and Teams

Activity - Program Review Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific grade level instruction aligned with the program reviews will be implemented to improve the quality of the programs and influence students with program content.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, Instructional Coach

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	October 12, 2015, was a professional development day set aside for the school to analyze test data and create strategies for school improvement and novice reduction.	

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	October 12, 2015 was a professional development day set aside for the school to analyze test data and create strategies for school improvement and novice reduction. School-wide reading and math interventions based on Discovery Education Benchmark results will be provided to all students. Other research-based strategies will be used for targeted intervention in supplemental reading and math classes in addition to the core and with the help of an ESS daytime waiver.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	Preschool is not a part of the middle school program.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Students with disability are receiving a Visualizing and Verbalizing research-based program in addition to the core to develop concept imagery as a basis for comprehension and higher order thinking.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school is active in recruiting highly qualified teachers for specific needs based on data.	

KDE Comprehensive School Improvement Plan

Russell County Middle School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Through PTO, SBDM, Open House, the RCMS Showcase Night, and various Parent/Community Meetings, stakeholders have the opportunity to be involved in various aspects of the school.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	PD is planned according to the needs of the school.	

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

KDE Comprehensive School Improvement Plan

Russell County Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

KDE Comprehensive School Improvement Plan

Russell County Middle School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.russell.kyschools.us/userfiles/221/2014-2015%20Improvement%20Plans/russellcountymiddleschool2014-2015improvementplan.pdf	

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.	Yes		

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

KDE Comprehensive School Improvement Plan

Russell County Middle School

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for 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	Our school meets ratio with general fund. Title teachers are used for class size reduction and for reading and math intervention.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Our school ratio is met with general fund. Title II funds are used for a district instructional coach to build effectiveness for teachers.	

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?

Wayne Ackerman - RCMS Principal

Kim Byrom - Real Estate Agent

Charlene Harris - First National Bank

Patty Lamb - Bank of Jamestown

Kevin Shearer - County Attorney

Jennifer Clark Upchurch - Judge

CJ Vonfumetti - Business Owner

Joe Branscum - Produce Business Owner

Dr. John Kilgallin - Medical Profession

Rachel Miller - RCMS Arts & Humanities Teacher

Trent Tarter - RCMS Health & PE Teacher

Jennifer Hardwick - RCMS Writing Teacher

Natalie Woodcock - RCMS Student Council Member

Relationship Building

Overall Rating: 3.43

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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 and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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: 2.86

	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 implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	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).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	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 Middle 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: 2.71

	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.	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.	Proficient

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Russell County Middle 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 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 in committee work.	Proficient

Advocacy

Overall Rating: 3.17

	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	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 participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
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.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.67

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.67

	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 collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

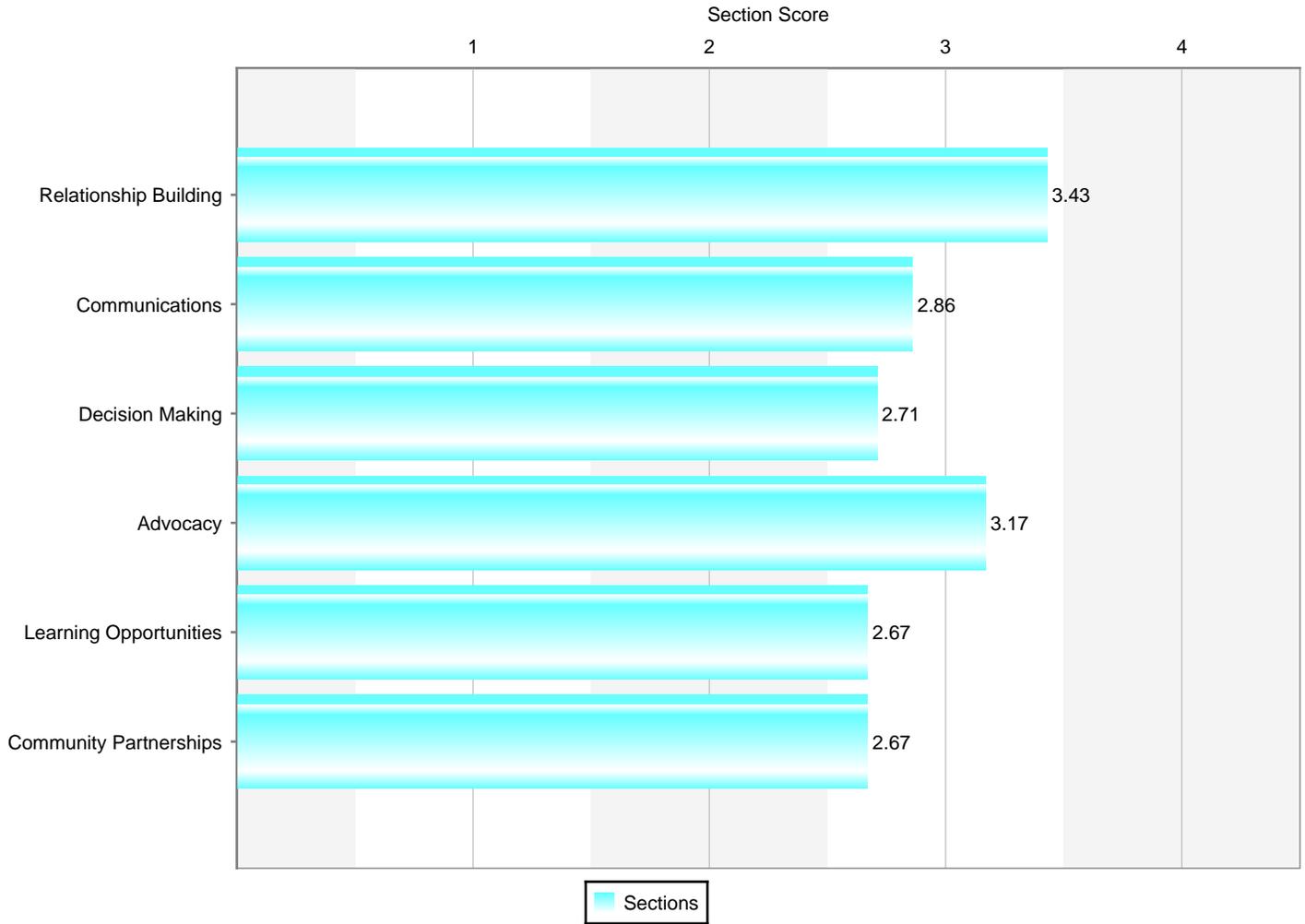
According to the report summary from The Missing Piece, RCMS can identify our areas of strength to be relationship building and advocacy. RCMS works diligently to build positive relationships with all students, parents and community stakeholders and engage in community partnerships. Our goal has been to create a welcoming, learning environment for all students to thrive in, while involving parents and the community. RCMS offers many opportunities for students, parents and community stakeholders to be involved in our school with PTO meetings, public SBDM meetings, 21st Century After-School Drama Productions, RCMS Showcase, Vendor's Fair, parent nights on various topics like college and career readiness, and personalized learning opportunities, community/public luncheons and participation within our assembly presentations. We also are working to utilize all community partnerships in order to involve all stakeholders and make our students, parents and faculty aware of all resources available to them. We welcome feedback from all stakeholders to ensure that RCMS is meeting the needs of our diverse student population.

Advocacy is parallel to relationship building. School staff ensures every student has a parent or another adult to speak up for them regarding their educational needs. Services from outside and in-house counseling, foster parents, guardians, migrant, ELL, YSC and other resources are provided to overcome barriers to learning and assist with IEPs, ILPs, 504 Plans, Gifted Student Plans or other academic goals.

Learning opportunities and community partnerships are areas RCMS continue to strive to improve in. We always want to provide more opportunities for parents and the community to attend informational meetings focusing on topics that will allow stakeholders to understand the expectations for and share in the responsibility for student learning. With feedback and participation, we can better meet the needs of RCMS students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Monthly Parent Teacher Organization (PTO) meetings are provided at the middle school in the afternoon to allow opportunities for parent involvement on programs, assemblies, parent nights and other school-wide and group specific endeavors. For instance, an Accelerated Reader Parent/Community night is planned in the school cafeteria on the night of a home basketball game to help accommodate parents/community to be able to attend and learn about the components of and importance of the state test and the relationship to a child's academic future. In particular, those in attendance can also learn how students can use the STAR/AR program to increase proficiency in reading and meet personal reading goals. Tips on how to improve reading inside and outside of school will also be shared. Parents will also be invited to ask questions and offer input for improvement.

Assemblies revolving around arts and humanities, practical living and career studies and writing (program review areas) has involved many stakeholders from the community coming into the school and communicating with students and teachers. Inviting guest speakers from various occupations to expose students to the opportunities within and outside their county allows students to see the value in being college and career ready not only with academics, but also with non-academic factors such as character education which employers stress are needed to be successful in the workplace. These meetings create a dialogue with all stakeholders about what is needed in schools to help students become more successful and who can play what role to make it happen. Also, community luncheons are planned to share information about our school. Representatives from the public are selected based on partnerships with the school and ideas will be shared. Information from these meetings are communicated to the faculty at large and to the SBDM council which is open to the public. From the community luncheons, parent meetings and assemblies, the perceptions of the school can be compared with the reality and problem-solution planning from all parties can begin.

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

Russell County Middle School participates in an Assessment Analysis/School improvement Planning Professional Learning Day each fall. Through this day, the School Report Card including K-PREP, EXPLORE and Program Review data is dissected. Content areas compare the findings of subgroups, determine the overall novice percentage for their area and develop strategies to reduce novice. They then determine if delivery targets were met and identify subgroups to prioritize. Program Review areas also review their strengths and next steps for areas of improvement.

In addition, department heads representing all content areas along with the instructional coach, principal and assistant principals met to analyze the "as-is" state of Russell County Middle School using the Key Core Processes provided in the White Paper. All individual groups came back together and reported to the whole group to decide on priority areas for improvement. After honest conversation and input from all stakeholders, top novice reduction strategies were discussed and strategies to reduce barriers were decided based on all stakeholder input. A 30-60-90 day plan of implementation was developed from the school-wide consensus of the group.

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 improvement plan is communicated to stakeholders in the various meetings held throughout the school year. The complete improvement plan is available to all stakeholders by being published on the school website, the district website and being available in the school's library. At any time, stakeholders may attend a PTO or SBDM meeting to make suggestions for amendments to the school improvement plan.

School Safety 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	August 20, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 22, 2015	

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	The district supplies copies for the first responders. October 29, 2015	

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	September 22, 2015	

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	August 6, 2015	

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 Middle 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	September 30, 2015	

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	September 21, 2015	

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		

What are the barriers identified?

Domain 1: Planning and Preparation and Domain 3: Instruction of the PGES Framework for Teaching were barriers identified to effective educators. Significant work in sequence, alignment, clarity, and balance of assessment needs to be addressed through the planning of instructional outcomes. Additionally, the designing of coherent instruction through learning activities and lesson structure has also been identified as a barrier.

What sources of data were used to determine the barriers?

K-PREP, Student Voice, Parent Survey, TELL and PGES data were used to determine the barriers.

What are the root causes of those identified barriers?

Multiple changes in leadership and lack of clear expectations has led to some confusion, complacency and school culture issues. Planning lessons has led to focus on engaging students in learning.

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

The Professional Growth and Effectiveness System data reflects the need for improved teacher skill set in Domain 1: Planning and Preparation and Domain 3: Instruction of the PGES Framework for Teaching. As a result, teachers are utilizing a district template for lesson planning that includes common core state standards, essential questions, objectives, formative assessments, accommodations, differentiation strategies, program review and PGES connections as well as critical vocabulary. Also, the entire district received student engagement training with John Antonetti and follow-up training for teacher cadres within each school.

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.

Russell County Middle School (RCMS) does not currently have a school policy to ensure low income or 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 although the majority (67%) of students are categorized as free/reduced lunch. However, the school assigns students based on objective diagnostic assessments with Discovery Education and off-grade NRT through Cambridge Educational Services for honors classes. Furthermore, RCMS does not currently have ineffective or out-of-field teachers. The school currently has two non-tenured teachers who will become tenured upon being hired at the beginning of the next school year and three newly hired teachers.

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?

Russell County Middle School currently does not have a policy that addresses the assignment of students. All levels of students are currently divided among teachers as equally as possible based on objective testing data and meeting the individual needs of students with 504, IEP, ILP and SLP goals.

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

K-PREP data, student voice and PGES data were analyzed to target recruitment of effective teachers. After analysis of data, it was determined there was a need for teachers equipped with utilizing high-yield strategies in the classroom to keep students engaged in learning and to be certain students understood the standards taught. These results reflected a need for reading, math, science and arts & humanities. The principal actively recruits high quality experienced teachers by making phone calls, sight visits and informal meetings to discuss the current learning needs of the students and how high level professionals can strengthen the education opportunities within the school. Also, local postings are submitted to the Kentucky Department of Education which are then posted on their website, to local universities and surrounding school districts to further open the door for qualified candidates.

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?

Colleges and other academic establishments are directly contacted to recruit effective teachers. Direct communication with supervisors, references and one-on-one conversations with potential candidates themselves allow for vetting and obtaining the most qualified person for a specific job.

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

The school retains effective teachers by creating a working environment that is caring and respectful and one that intentionally offers support for needs that will allow for success. The thoughts and opinions of teachers are held in high regard and are used in the decision making process. Multiple teams and committees serve to enhance all areas of the school. Teachers are acknowledged through the celebration and recognition of student successes which are a direct reflection of each educators work. Administration, district and school curriculum leadership, mentors and content/grade level support work to create new opportunities for teacher learning.

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

Teachers receive professional learning opportunities throughout the school year with Green River Regional Educational Cooperative, Abell and Atherton, and other KDE sponsored activities. Also, for inexperienced teachers, readjusting teacher placement for a more experienced teacher to mentor a weaker teacher has proven to be a successful approach to enhance student learning and the building of teacher growth. Furthermore, a .45Title I/.55Title II Instructional Coach is on-site to mentor, support and coach teachers with specific needs.

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

NA - No teachers at Russell County Middle School received an overall rating below accomplished. However, an overall need has been identified through PGES Domains 1 and 3. The areas of concern in these domains are addressed weekly by administrators and teachers during our PLC time. Administrators, instructional coach and teachers present and discuss specific understanding of content and teaching strategies with the goal of growing professionally to enhance student achievement. Additionally, a Title II Effectiveness Coach is a district resource available to build capacity with teachers.

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

The principal is addressing the culture and climate concerns of the school. The overall cleanliness of the school is being addressed through the involvement of many stakeholders. A shared vision and clear understanding of need has been established. Many areas including hallways, foyer, and restrooms have already have been addressed in a way that now reflects school spirit, pride and an overall good feeling. Work will continue throughout the school year in other areas still needing a facelift. Teachers are regularly recognized as well as students with DOJO and student conduct is being managed with positive behavior interventions and supports (PBIS). Furthermore, professional learning needs of the staff are being supported by the school and district.

Questions

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

- *Increasing the averaged combined proficiency in reading and math for all students
- *Increasing proficiency in reading for all students for CCR readiness
- *Increase the average combined reading and math proficiency for all students in the non-duplicated gap group
- *Improve the working and learning environment as measured by the TELL survey
- *Decrease the percentage of novice students in reading and math by 10% by 2016