



# Comprehensive School Improvement Plan

Russell County High School  
Russell County

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

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

## **School's Purpose**

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

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



## **Notable Achievements and Areas of Improvement**

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

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

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

## **Additional Information**

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

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

# **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?**

According to the Kentucky School Report Card RCHS students scored 32.8% over-all proficient or above in MATH. The breakdown is as follows:

\*males 24.6% proficient

\*females 44.2% proficient

\*males 33.1% novice

\*disabilities 85.7% novice (only 7.1% proficient)

\*GAP: 25.5% students with disabilities

READING overall 50.2% proficient

\*males 36.5% proficient

\*females 62.6% proficient

\*males 50% novice

\*GAP: 26.1% (male and female proficiency level)

WRITING: 10th grade

\*females out performed males by 26.9% proficient or above

\*GAP: Students with disabilities scored 0% proficient or above with 64.3% novice

Male students with disabilities are being out-performed by female students at an alarming deficit

Based upon the data, RCHS is a focus school with an identified area of focus concerning writing with an emphasis on students with disabilities. RCHS has planned interventions for the focus area with a timeline of strategies to begin implementation immediately.

## **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?**

Based on NCLB, RCHS exceeded the AMO in overall reading and math and all subgroups. RCHS scored 64.5% in CCR which exceeds the state average by 12.7%. To sustain the areas of strength, RCHS will continue to implement research based interventions and enrichment programs. WIN Learning "career focus" is being implemented for 12th grade students as an intervention for Work Keys testing. WIN Learning offers support for soft skills development in addition for informational reading and applied math skill deficits. A new ELA researched based program, Springboard is built from the new more rigorous national ELA standards. This curriculum was purchased from the district general fund for grades 6-12. This program allows for important district wide consistency before entering the high school. All high school ELA classroom and special education teachers attended three days of intensive professional development to implement the program. Additional materials were purchased such as, essential novels, scripts, and clips to maximize the impact of the program.

## **Opportunities for Improvement**

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

Areas of improvement at RCHS are as follows:

\*On-Demand Writing (students with disabilities)

\*Reading comprehension (males)

Students with disabilities will have common On-Demand writing prompts with constructive feedback. Students will work with small peer groups one-on-one with English instructor to identify their strengths and weaknesses with the writing process.

Male students with disabilities will have access to reading material will be their interest of focus across content areas. Renaissance Learning/Accelerated Reader that are current and informative will be provided and monitored through AR testing.

## **Conclusion**

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

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



# On-Demand Writing

## **Overview**

### **Plan Name**

On-Demand Writing

### **Plan Description**

Students with disabilities will increase proficiency by 10% in On-Demand Writing.

## 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	Measurable Objective	Total Funding
1	Students with disabilities will increase proficiency by 10% in On-Demand Writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	10% of Tenth and Eleventh grade students will collaborate to students with special needs during On-Demand Writing. in English Language Arts by 05/24/2013 as measured by ELA teachers.	\$0

## **Goal 1: Students with disabilities will increase proficiency by 10% in On-Demand Writing.**

### **Measurable Objective 1:**

10% of Tenth and Eleventh grade students will collaborate to students with special needs during On-Demand Writing. in English Language Arts by 05/24/2013 as measured by ELA teachers.

### **Strategy 1:**

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

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRECC will provide professional development for ELA teachers specifically targeting On-Demand, students with disabilities.	Academic Support Program	01/02/2013	05/24/2013	\$0	No Funding Required	Kim Weston, Candice Robertson, Sarah Stapp, Shanna Tarter, Mary McGowan, Pete Lee, Laura Davidson

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Demand Writing	GRECC will provide professional development for ELA teachers specifically targeting On-Demand, students with disabilities.	Academic Support Program	01/02/2013	05/24/2013	\$0	Kim Weston, Candice Robertson, Sarah Stapp, Shanna Tarter, Mary McGowan, Pete Lee, Laura Davidson
<b>Total</b>					\$0	

# Achievement

## **Overview**

### **Plan Name**

Achievement

### **Plan Description**

Achievement in math and reading is targeted to all students but a focus on males. Math and reading content specifically designed for male interest.

## 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	Measurable Objective	Total Funding
1	Achievement/Math	Objectives: 1 Strategies: 1 Activities: 1	Academic	40% of Tenth and Eleventh grade students will collaborate to RCHS students scored a 32.8% over-all proficient and above in math, the goal is 40% proficiency or above. in Mathematics by 05/24/2013 as measured by Math teachers and common assessments, RTI, ESS, and ACT preparation..	\$14500
2	Achievement/Reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	55% of Male Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Students scored a 50.2% proficient or better in reading with males scoring 36.5, our goal is males 40% proficiency. in English Language Arts by 05/24/2013 as measured by Test Method Prep, content reading across the curriculum..	\$895



## Goal 1: Achievement/Math

**Measurable Objective 1:**

40% of Tenth and Eleventh grade students will collaborate to RCHS students scored a 32.8% over-all proficient and above in math, the goal is 40% proficiency or above. in Mathematics by 05/24/2013 as measured by Math teachers and common assessments, RTI, ESS, and ACT preparation..

**Strategy 1:**

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

Activity - ESS/Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services will be provided for students that need help in math.	Academic Support Program	09/05/2012	05/24/2013	\$14500	Other	Joni Jessie, Samantha Roark, Scottie Weston, Tiffany Carnes, Rebecca Walters, Pam Wilson, Michelle Bates, Molly Mounce, and Stacy Anderson

## Goal 2: Achievement/Reading

**Measurable Objective 1:**

55% of Male Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Students scored a 50.2% proficient or better in reading with males scoring 36.5, our goal is males 40% proficiency. in English Language Arts by 05/24/2013 as measured by Test Method Prep, content reading across the curriculum..

**Strategy 1:**

Test Method Prep - Students will work on timed reading skills using the Test Method Prep and content gender specific reading for males and females in all subject areas.

Activity - Test Method Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Test Method Prep is a computer based program that allows teachers to monitor student progress with timed reading passages for the ACT and end of course assessments.	Academic Support Program	01/02/2013	05/24/2013	\$895	State Funds	Stacy Anderson, Stacy Coe, RCHS staff
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Test Method Prep	Test Method Prep is a computer based program that allows teachers to monitor student progress with timed reading passages for the ACT and end of course assessments.	Academic Support Program	01/02/2013	05/24/2013	\$895	Stacy Anderson, Stacy Coe, RCHS staff
<b>Total</b>					\$895	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS/Common Assessments	Extended School Services will be provided for students that need help in math.	Academic Support Program	09/05/2012	05/24/2013	\$14500	Joni Jessie, Samantha Roark, Scottie Weston, Tiffany Carnes, Rebecca Walters, Pam Wilson, Michelle Bates, Molly Mounce, and Stacy Anderson
<b>Total</b>					\$14500	

# College and Career Ready

## **Overview**

### **Plan Name**

College and Career Ready

### **Plan Description**

College and Career Readiness is the goal of RCHS. We want students to be work ready and /or college ready when they leave.

## 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	Measurable Objective	Total Funding
1	Career Readiness	Objectives: 1 Strategies: 1 Activities: 1	Academic	70% of Twelfth grade students will collaborate to be career ready in 2014 in Career & Technical by 05/24/2014 as measured by KOSSA tests, ASVAB score, Work Keys.	\$4600
2	College Readiness	Objectives: 1 Strategies: 1 Activities: 3	Academic	70% of Twelfth grade students will demonstrate a proficiency 70% of students will be college ready in 2014 in Mathematics by 05/24/2013 as measured by ACT benchmark, PLAN test, Compass test, KYOTE test.	\$3595

## Goal 1: Career Readiness

**Measurable Objective 1:**

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

**Strategy 1:**

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

Activity - Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individual help to become Career Ready, using RTI and ESS.	Tutoring	09/05/2012	05/24/2014	\$4600	State Funds	Robin Rixon, Bethany Garmon, Beth Wethington, Ron Bertram, Tracey Bean, Stacy Anderson, Claude Melancon

## Goal 2: College Readiness

**Measurable Objective 1:**

70% of Twelfth grade students will demonstrate a proficiency 70% of students will be college ready in 2014 in Mathematics by 05/24/2013 as measured by ACT benchmark, PLAN test, Compass test, KYOTE test.

**Strategy 1:**

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

Activity - Test Method Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th and 11th grade students will work on ACT computerized test that gives direct feedback and is directly related to the student ILP.	Academic Support Program	01/02/2013	05/24/2013	\$895	State Funds	Core content teachers, Stacy Anderson, Stacy Coe

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

  

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



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

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

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Test Method Prep	10th and 11th grade students will work on ACT computerized test that gives direct feedback and is directly related to the student ILP.	Academic Support Program	01/02/2013	05/24/2013	\$895	Core content teachers, Stacy Anderson, Stacy Coe
Career Readiness	Students will receive individual help to become Career Ready, using RTI and ESS.	Tutoring	09/05/2012	05/24/2014	\$4600	Robin Rixon, Bethany Garmon, Beth Wethington, Ron Bertram, Tracey Bean, Stacy Anderson, Claude Melancon
<b>Total</b>					\$5495	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KYOTE Test	12th grade students in Pre-College Math can take the KYOTE test to meet benchmark on ACT.	Academic Support Program	09/05/2012	05/24/2013	\$0	Michelle Bates, Rebecca Walters
<b>Total</b>					\$0	