

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 71.1 and in math will be 61.6 by 2021.					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: RCMS students will increase proficient/distinguished scores to 67.1% in reading as measured by 2019 KPREP.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards.	The master schedule reflects that students at RCMS who have an English Language Arts Class also have an English Language Arts lab class daily with focused learning targets and high-yield instructional strategies.	Master Schedule Lesson Plans Walkthroughs	Principals, Teachers, Instructional Coach – 2018-2019	Fund II - \$7,474.69
		KCWP2	Pre-College prep English classes are offered to students at the middle school level to offer more personalized learning opportunities to prepare them for College and Career Readiness.	Student Scores IC MAP Data	Principals, Teachers, Instructional Coach – 2018-2019
		Non-Traditional Instruction (NTI) is a program that provides quality, standards-based instruction that allows for a continuation of learning on days when school would otherwise be cancelled.	*Student /Teacher Participation Percentages	Principals, Teachers, Instructional Coach, Director of Pupil	No Funding

Goal 1: KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 71.1 and in math will be 61.6 by 2021.

				Personnel, Director of Federal Programs – 2018-2019	
Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	Reading Plus/Lexia is offered to all students to build reading comprehension capacity and vocabulary to develop reading stamina and incite the motivation to read outside the program.	Reading Plus/Lexia Reports	Principals, Teachers, Library Media Specialist– 2018-2019	Striving Readers Comprehensive Literacy Grant (SRCL) - \$3,996	
	Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention. Student results are mailed home to keep parents informed.	MAP Data *RCMS Student Tracking Spreadsheet	Principals, Teachers, Instructional Coach – 2018- 2019	SRCL Grant - \$8,277.50 Title I Parent and Family Engagement- \$500	
	The Accelerated Reader program will be a research-based means offered through the Library Media Center to assist students in setting and meeting their personal goals and increasing proficiency.	Accelerated Reader Reports	Principals, Teachers, Library Media Specialist– 2018-2019	State Funds - \$5,046.95	
	The school library will work to achieve 25 books per student to promote literacy and provide a more literacy rich environment.	Library Circulation	SRCL Point of Contact, Library Media Specialist – 2018-2019	SRCL Grant- \$8,660	
Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 &5	Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins Agendas	Principals, Teachers, Instructional Coach, Education Recovery Specialist – 2018-2019	No Funding	
	The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort I – a group	Sign-ins Agendas	Principals, Teachers, Instructional	SRCL Grant- \$29,975.50	

Goal 1: KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 71.1 and in math will be 61.6 by 2021.

		of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.		Coach – 2018-2019	
Objective 2: RCMS students will increase proficient/distinguished scores to 57.6% in math as measured by 2019 KPREP.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP2	The master schedule reflects that students at RCMS who have a math class also have a math lab class daily with focused learning targets and high-yield instructional strategies.	Master Schedule Lesson Plans Walkthroughs	Principals, Teachers, Instructional Coach – 2018-2019	No Funding
		Pre-College prep math classes are offered to students at the middle school level to offer more personalized learning opportunities to prepare them for College and Career Readiness.	Student Scores IC Map Data	Principals, Teachers, Instructional Coach – 2018-2019	Fund II - \$1,543.70
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	IXL/MAP to KAHN is utilized as an intervention tool to build individualized skills to work towards concept mastery and/or accelerate learning.	IXL Progress Monitoring Data	Principals, Teachers, Instructional Coach – 2018-2019	State Funds- \$4,550
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention. Student results are mailed home to keep parents informed.	MAP Data *RCMS Student Tracking Spreadsheet	Principals, Teachers, Instructional Coach – 2018-2019	SRCL Grant - \$8,277.50 Title I Parent and Family Engagement- \$500
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs.	Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously	Sign-ins Agendas	Principals, Teachers, Instructional Coach, Education Recovery	No Funding

Goal 1: KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 71.1 and in math will be 61.6 by 2021.					
	KCWP4 &5	monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.		Specialist – 2018-2019	
		The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort I – a group of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.	Sign-ins Agendas	Principals, Teachers, Instructional Coach – 2018-2019	SRCL Grant- \$29,975.50
		A representative from <i>Open-Up Resources</i> shared instructional websites, motivational techniques and resources for grade level major and supporting clusters.	Sign-in Lesson Plans Walkthroughs PLCs	Principals, Teachers, Educational Consultant – 2018-2019	State Funds - \$225

2: Separate Academic Indicator

Goal 2: Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.		
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities 	

Goal 2: Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.

<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	
--	---	--

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: RCMS students will increase on-demand proficient/distinguished scores to 48.5% as measured by 2019 KPREP.</p>	<p>Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards.</p> <p>KCWP2</p>	<p>Curriculum is focused on standards taught at a rigorous level for all three modes of discourse. Learning targets are clearly defined and high-yield instructional strategies are planned for students to establish audience and purpose, develop ideas and organize writing. Teachers co-write with students and provide good models and clear expectations with a rubric. Conferencing with students as they practice writing and discussing strengths/weaknesses whole-group are classroom practices.</p>	<p>Lesson Plans Walkthroughs</p>	<p>Principals, Teachers, Instructional Coach – 2018-2019</p>	<p>No Funding</p>
		<p>ALM strategies are implemented to increase the number of proficient writers.</p>	<p>Lesson Plans Walkthroughs ALM Google Log & PLC Documentation</p>	<p>Principals, Teachers, Instructional Coach – 2018-2019</p>	<p>No Funding</p>
	<p>Support: Purposeful Tier II interventions are provided in addition to the core.</p> <p>KCWP5</p>	<p>Teachers score on-demand writings three times a year using the Scoring Rubric for Kentucky On-Demand Writing. Students receive specific feedback along with a score for growth and improvement.</p>	<p>Student Scores *RCMS On-Demand Analysis Form</p>	<p>Principals, Teachers, Instructional Coach – 2018-2019</p>	<p>Fund I - \$1,200</p>
		<p>Students set instructional goals. Skills are practiced and goals are monitored.</p>	<p>Student Goals Progress Monitoring</p>	<p>Principals, Teachers,</p>	<p>No Funding</p>

Goal 2: Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.					
				Students – 2018-2019	
	<p>Professional Learning: Teachers receive differentiated professional learning to meet individual needs.</p> <p>KCWP4 &5</p>	<p>The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort I – a group of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.</p>	<p>Sign-ins Agendas</p>	<p>Principals, Teachers, Instructional Coach – 2018-2019</p>	<p>SRCL Grant- \$29,975.50</p>
		<p>Teachers score on-demand writings three times a year using the Scoring Rubric for Kentucky On-Demand Writing. Students receive specific feedback along with a score for growth and improvement. Teachers monitor student scores as well as instructional strengths/weaknesses.</p>	<p>Student Scores *RCMS On-Demand Analysis Form *Lesson Plans *PLCs</p>	<p>Principals, Teachers, Instructional Coach – 2018-2019</p>	<p>No Funding</p>
		<p>Abell & Atherton On-Demand Writing two-day training was attended to learn strategies, understand how to teach students to be more independent writers, and how to model lessons specific to the state-wide on-demand assessment.</p>	<p>Purchase Order Certificate of Completion</p>	<p>Principal, Teacher, DOSE, Instructional Coach – 2018-2019</p>	<p>IDEAB- \$300</p>
		<p>Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.</p>	<p>PLC Sign-ins Agendas</p>	<p>Principals, Teachers, Instructional Coach, Education Recovery Specialist – 2018-2019</p>	<p>No Funding</p>
<p>Objective 2: RCMS students will increase science</p>	<p>Instruction: Students are provided instructional courses to</p>	<p>eScience 3000 is an evidence and research-based customizable curriculum differentiated at five Lexile reading levels with effective strategies for</p>	<p>Lesson Plans Walkthroughs Observations</p>	<p>Principals, Teachers, Instructional</p>	<p>State Funds- \$4,150</p>

Goal 2: Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.

proficient/distinguished scores to 26.9% as measured by 2019 KPREP.	meet the rigorous demands of common core standards. KCWP2	intervention, English learners and enrichment. Inquiry-based instruction builds content-area reading and writing skills and engaging, hands-on activities and high-interest digital content motivate students to develop 21 st - century learning skills.		Coach – 2018-2019	
		Non-Traditional Instruction (NTI) is a program that provides quality, standards-based instruction that allows for a continuation of learning on days when school would otherwise be cancelled.	*Student /Teacher Participation Percentages	Principals, Teachers, Instructional Coach, Director of Pupil Personnel, Director of Federal Programs – 2018-2019	No Funding
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	Gizmos are captivating online simulations of key science concepts that enhances student comprehension of challenging concepts through inquiry and exploration. Students manipulate variables, observe the virtual results and draw conclusions.	Lesson Plans Walkthroughs Observations	Principals, Teachers – 2018-2019	State Funds - \$875
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention. Student results are mailed home to keep parents informed.	MAP Data *RCMS Student Tracking Spreadsheet	Principals, Teachers, Instructional Coach – 2018-2019	SRCL Grant - \$8,277.50
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 &5	Initial implementation training with eScience3000 was provided for teachers to explore the student experience, along with instructional supports that could be used to further differentiate instruction for students as they build literate science readers and writers. Teachers were able to map lessons to their scope and sequence that aligned to instructional goals and standards. Follow-up trainings allowed teachers to explore reports with a focus on monitoring expected usage and performance and implementing unit investigations	Sign-ins Agendas	Principals, Teachers, Instructional Coach – 2018-2019	State Funds- \$2,300

Goal 2: Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.					
		to move students from the more teacher-directed learning to student-driven investigations.			
		The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort I – a group of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.	Sign-ins Agendas	Principals, Teachers, Instructional Coach – 2018- 2019	SRCL Grant- \$29,975.50
		Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins Agendas	Principals, Teachers, Instructional Coach, Education Recovery Specialist – 2018-2019	No Funding
Objective 3: RCMS students will increase social studies proficient/distinguished scores to 64.4% as measured by 2019 KPREP.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP2	Curriculum is focused on standards taught at a rigorous level. Learning targets are clearly defined and high-yield instructional strategies are planned into the universal design of learning. Assessment results guide next steps for filling in student gaps.	Master Schedule Lesson Plans Walkthroughs	Principals, Teachers, Instructional Coach – 2018- 2019	No Funding
		Non-Traditional Instruction (NTI) is a program that provides quality, standards-based instruction that allows for a continuation of learning on days when school would otherwise be cancelled.	*Student /Teacher Participation Percentages	Principals, Teachers, Instructional Coach, Director of Pupil Personnel, Director of	No Funding

Goal 2: Russell County Middle School will increase the KPREP separate academic indicator from 67.3 to 73.3 by 2021.					
				Federal Programs – 2018-2019	
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5	A social studies benchmark is administered to students in the fall, winter and spring. Questions are based on the Common Core standards that come from the KPREP American Book Company.	Student Scores	Principals, Teachers, Instructional Coach – 2018-2019	No Funding
		Differentiated instruction and bell ringers from frequently missed standards-based assessment questions provide interventions for students.	Lesson Plans Walkthroughs	Principals, Teachers – 2018-2019	No Funding
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 &5	The Striving Readers Comprehensive Literacy Grant (SRCL) provided Adolescent Literacy Model (ALM) training for Cohort I – a group of diverse teachers, an administrator and instructional coach. Follow-up training will be provided throughout the year. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. Participants of ALM will also receive supplemental books and resources to make their classrooms more literate rich environments.	Sign-ins Agendas	Principals, Teachers, Instructional Coach – 2018-2019	SRCL Grant-\$29,975.50
		Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins Agendas	Principals, Teachers, Instructional Coach, Education Recovery Specialist – 2018-2019	No Funding

3: Gap

Goal 2: RCMS will increase the proficient/distinguished KPREP reading scores for free/reduced lunch students from 58.5% to 64.5% and students with disabilities from 12.3% to 18.3% by 2021. Proficient/distinguished KPREP math scores will increase for free/reduced lunch students from 46.9% to 52.9% and for students with disabilities from 7.7% to 13.7% by 2021.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: READING: Free/reduced lunch students will increase the proficient/distinguished reading scores to 60.5% and students with</p>	<p>Instruction: Targeted students named and claimed within the GAP groups will receive specialized, evidence and</p>	<p>Targeted students in GAP groups receive specially designed reading instruction in addition to the core funded through Title I and an ESS Daytime Waiver. Interventions are scheduled with a certified teacher and include Map Skills and Teacher Tool Box.</p>	<p>Progress Monitoring IC Intervention Tabs</p>	<p>Principals, ESS Daytime Waiver Teacher – 2018-2019</p>	<p>ESS Daytime Waiver- \$15,981 State Funds: \$402</p>

<p>disabilities will increase to 14.3% as measured by 2019 KPREP.</p> <p>MATH: Free/reduced lunch students will increase the proficient/distinguished math scores to 48.9% and students with disabilities will increase to 9.7% as measured by 2019 KPREP.</p>	<p>research-based instruction. KCWP2</p>	<p>IEP goals of students with disabilities are progressed monitored with easyCBM. In addition, the Student Summary Instructional Report and Skills Report from Reading Plus/Lexia are also utilized.</p>	<p>easyCBM. Student Summary Instructional and Skills Reports</p>	<p>Principals, Special Education Teachers – 2018-2019</p>	<p>IDEAB-\$375</p>
	<p>Review, Analyze & Apply Data/Support: Results of MAP and Reading Plus/Lexia, IXL, MAP to KAHN as well as formative and summative assessments and progress monitoring through easyCBM, as applicable, will be used to guide instruction. KCWP4&5</p>	<p>Collaborative English Language Arts and math classrooms include a special education teacher collaborating with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success.</p>	<p>Master Schedule MAP Data EasyCBM Reading Plus/Lexia IXL</p>	<p>Principals, Teachers – 2018-2019</p>	<p>SRCL Grant - \$8,277.50 IDEAB-\$375 SRCL Grant-\$3,996 State Funds-\$4,550</p>
		<p>A reading enrichment class that utilizes the evidence and research-based instruction is provided for students with disabilities to receive specially designed instruction. This is in addition to the core and lab class.</p>	<p>Master Schedule Progress Monitoring Documentation</p>	<p>Principal, Teacher – 2018-2019</p>	<p>No Funding</p>
		<p>Math Lab will be utilized for students with disabilities to receive specially designed instruction using power standards to close their achievement gaps.</p>	<p>Master Schedule Progress Monitoring Documentation IXL</p>	<p>Principals, Teachers, Instructional Coach – 2018-2019</p>	<p>State Funds-\$4,550</p>
		<p>Instructional technology will be purchased to fulfill the critical resource inequity that currently exists for small group settings.</p>	<p>Instructional Technology Purchase Orders</p>	<p>Principal, Director of Special Education, Chief Information Officer – 2018-2019</p>	<p>IDEAB-\$21,322.17</p>
		<p>Sub intervention teachers for reading and math provide additional academic support for at-risk students.</p>	<p>Student Scores including, but not limited to Reading Plus/Lexia, IXL, EasyCBM. MAP, MapSkills</p>	<p>Principals, Sub intervention teachers, Director of Federal Programs–2018-2019</p>	<p>Title I - \$15,889</p>
	<p>Professional Learning: Teachers receive differentiated professional</p>	<p>Teachers have implemented Lesson Study as an on-going, flexible learning process to focus on standards, create opportunity to</p>	<p>PLC Sign-ins Agendas</p>	<p>Principals, Teachers, Instructional</p>	<p>No Funding</p>

	learning to meet individual needs. KCWP4 &5	gain approaches to instruction and create a system for improving student performance. Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.		Coach, Director of Special Education, Education Recovery Specialist – 2018-2019	
		An educational consultant observes classrooms, collaborates with teachers and assists with strategies and lesson planning to meet the needs for at-risk students.	MAP MapSkills	Principals, Teachers- 2018-2019	Title V- \$13,500 SRCL Grant - \$8,277.50
	Support: 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.	Family Medical Center Services are available to all students. Options include: a free dental screening with 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 school campus with parent permission.	Family Medical Center Services Consent Forms	Principal, FRYSC, Cumberland Family Medical Staff, School Nurse – 2018-2019	No Funding
		The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to eliminate barriers to academic success.	Student Services Documentation Records	Principal, FRYSC, Teachers – 2018-2019	No Funding
		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. An EL Paraprofessional has been added to support students academically. Laptops and ipads have been made available for small group and individualized instruction.	Implementation of Program Services Plans	EL/Migrant Instructor, District EL/Migrant Contact, Director of Federal Programs – 2018-2019	Title I EL- \$16,978.20

		Stakeholder meetings are held with parents and the community to share information about the school. Specific data about the gap and proficiency are shared. Feedback from parents and community stakeholders regarding reducing barriers are received and discussed as avenues for improvement.	Sign-ins Agendas Feedback	Principal, Instructional Coach, Counselor, Teachers, Stakeholders – 2018-2019	No Funding
		A literacy night in conjunction with the school's book fair was held for families and the community. A representative from the Russell County Public Library was present to share a schedule of events, sign people up for library cards and make people aware of all the services available at the current and new library. High school students representing Future Farmers of America (FFA) were present to help students with an activity accompanied with the Kentucky Virtual Library. Literacy was also promoted by every middle school student who attended receiving one free book to take home.	Sign-ins Purchase Orders Pictures	Principal, Library Media Specialist, Instructional Coach, Russell County Public Library Representative, FFA Students, Stakeholders – 2018-2019	Title I Parent and Family Engagement- \$1,571
		Before/After School tutoring opportunities are provided for students. Opportunities are also available in the summer through 21 st Century.	Student Sign-ins	Principal, ESS District Coordinator, ESS/21 st Century School Coordinators & Teachers – 2018- 2019	State Funds - \$6,332.88 21 st Century - \$15,000
		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 school-wide expectations and common areas rules to result in 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 shared with all stakeholders. SWIS and Check-in/Check-out are used for monitoring.	*Practice Procedure Schedules *PBIS Lesson Plans *Office Discipline Referrals	Principal, Teachers, Students, Stakeholders – 2018-2019	IDEAB - \$460

		School representation will attend the Kentucky for Society for Technology in Education (KySTE) conference to learn how to infuse technology into education and make it an integral part of learning.	Sign-ins Agenda *Certificates of Completion	Principal, Teachers, Library Media Specialist, Director of PD – 2018-2019	Title IV - \$2,390.34
		A School Resource Officer will provide a safe, learning environment for students, faculty and staff.	*Decreased discipline referrals *Positive Surveys on Safety	Principals, School Resource Officer, Director of Pupil Personnel – 2018-2019	Title V- \$24,905
		An instructional coach is designated at the school level to support curriculum and instruction and to help teachers plan and employ academic strategies including the Adolescent Literacy Model. A literacy specialist assists with the implementation of the Striving Readers Comprehensive Literacy Grant across the curriculum.	Sign-ins PLCs Agendas	Principal, Director of PD & SRCL Point of Contact, Instructional Coach, Literacy Specialist – 2018-2019	Title I - \$63,814.76
		Classroom reduction is available with federal funds that pays for two teacher salaries. This provides students with smaller class sizes and more opportunities for interventions and reduced student-to-teacher ratios.	*Increase in Proficiency *Reduction in Novice/Gap	Director of Federal Programs, Principal, Instructional Coach, Teachers – 2018-2019	Title I - \$125,491.44
		Offer/Provide Additional Professional Learning (not limited to...) *(SRCL) Coaching Cadre/CTL Provider *Lexia *Special Education Conference *Continuous School Improvement/AdvancED Summit *Scott Trimble/Kentucky Association for Assessment Coordinators *Kentucky Association of School Councils *Non Traditional Instruction PLCs	Sign-ins Agendas *Certificates of Completion	Principals, Teachers, Instructional Coach, Director of Federal Programs and PD, DOSE – 2018-2019	Title I - \$16,500 IDEAB - \$260
		JUMPSTART, an evening of educational, entertaining activities would be provided for incoming 5 th grade students to transition them to the sixth grade center at the middle school. The engagement program would provide an opportunity to build positive	Sign-ins Engagement Program	Principals, Teachers, Counselor, Instructional Coach, Director of Federal	Title I Parent and Family Engagement - \$1,480.41

		relationships between the school and families and promote involvement.		Programs – 2018-2019	
--	--	--	--	----------------------	--

4: Growth

Goal 4: RCMS students will decrease apprentice scores in reading and math combined school-wide from 31.7% to 25.7% by 2021.					
<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Reading and Math RCMS students will decrease apprentice scores in reading and math combined from 31.7% to 29.7% as</p>	<p>Standards/Instruction: Teachers will create clear daily learning targets and determine effective high yield instructional strategies to ensure congruency of the target. KCWP1&2</p>	<p>Teachers will turn in weekly lesson plans to reflect specific learning targets, high-yield strategies and formative assessments.</p>	<p>Lesson Plans Walkthroughs Observations</p>	<p>Principals, Teachers, Instructional Coach – 2018-2019</p>	<p>No Funding</p>

Goal 4: RCMS students will decrease apprentice scores in reading and math combined school-wide from 31.7% to 25.7% by 2021.					
measured by 2019 KPREP.	Teachers will monitor and evaluate assessments to guide instruction. KCWP 3	Reading Plus/Lexia, IXL, and MAP will be evaluated and used to guide instruction. Individual goals will be set by students with assistance from their teachers.	Assessment Results *Reports from Reading Plus/Lexia, IXL and MAP Goal-Setting Sheets	Principals, Library Media Specialist, Teachers, Counselor, Instructional Coach – 2018-2019	No Funding
		The RCMS student tracking spreadsheet will be utilized to monitor movement of student performance with MAP benchmarking results.	Movement of students in scale score/performance level	Principals, Teachers, Instructional Coach – 2018-2019	No Funding

5: Transition Readiness

Goal 5: RCMS students will increase proficiency in reading and math combined MAP school-wide scores from 51.4% to 57.4% by 2021.		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Goal 5: RCMS students will increase proficiency in reading and math combined MAP school-wide scores from 51.4% to 57.4% by 2021.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reading RCMS students will increase reading proficiency in 6 th grade from 59.7% to 61.7%, in 7 th grade from 57.6% to 59.6%, and in 8 th grade from 53.5% to 55.5% as measured by spring 2019 MAP results.	Design & Deliver Instruction: Teachers will develop a system to ensure students take responsibility for their own learning. KCWP2	Students will set individual goals based on MAP scale scores. A plan of action to meet the intended goal will be documented and monitored.	MAP Goal-Setting Documentation	Principal, Teachers – 2018-2019	No Funding
		The RCMS student tracking spreadsheet will be utilized to monitor movement of student performance with MAP benchmarking results.	Movement of students in scale score/performance level	Principal, Teachers, Instructional Coach – 2018-2019	No Funding
Objective 2: Math RCMS students will increase math proficiency in 6 th grade from 44.1% to 46.1%, in 7 th grade from 50.8% to 52.8%, and in 8 th grade from 42.9% to 44.9% as measured by spring 2019 MAP results.	Design & Deliver Instruction: Teachers will develop a system to ensure students take responsibility for their own learning. KCWP2	Students will set individual goals based on MAP scale scores. A plan of action to meet the intended goal will be documented and monitored.	MAP Goal-Setting Documentation	Principal, Teachers – 2018-2019	No Funding
		The RCMS student tracking spreadsheet will be utilized to monitor movement of student performance with MAP benchmarking results.	Movement of students in scale score/performance level	Principal, Teachers, Instructional Coach – 2018-2019	No Funding