2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09122022_13:22

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
Russell Springs, Kentucky, 42642
United States of America

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Russell County Middle School

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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Russell County Middle School

Please enter your name and date below to certify.
    Anthony Wayne Ackerman

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2022-23 Phase One: Executive Summary for Schools

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
Russell Springs, Kentucky, 42642
United States of America

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2022-23 Phase One: Executive Summary for Schools

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. Russell Springs is a rural community and the gateway to Lake Cumberland, the third largest lake east of the Mississippi River. Russell County's total population is currently 17,846. The unemployment rate of Russell County is 5.2%, which is higher than the current 3.7% unemployment rate of Kentucky according to the Bureau of Labor Statistics. Many of our students live with someone other than their parents and an abundance of households do not have internet service. Additionally, transportation is another barrier for after-school academic support or extra-curricular activities for many students. Furthermore, 73.1% of our students are economically disadvantaged. We have three feeder elementary schools in our district. The student population at Russell County Middle School averages 679 students. The student demographics are: 83.4% White, 13.3% Hispanic or Latino, 1.2% two or more races, and 2.1% other. Russell County Middle School is a Title I School. Our staff consists of a principal, two assistant principals, a counselor, a library media specialist, twenty five core content teachers, seven exceptional education teachers, and four encore teachers. 37.5% of our teachers have a Master's, 43.8% have a Rank I, 12.5% are Specialists. RCMS also has access to migrant and EL support staff, Family Resource/Youth Services Center, and outside mental health agencies as well as on-campus Healthy Kids Clinic. Economically disadvantaged and students with disabilities are the gap groups of greatest concern. There is a strong focus on these students and RCMS is working diligently to meet their diverse learning needs. Reading interventions provided with a certified teacher through an ESS Daytime Waiver are available for targeted students to help close the gap. Additionally, weekly PLCs occur to continuously monitor student progress and discuss refining strategies and differentiating instruction to help all students be successful.

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.

Mission Statement

It is the mission of Russell County Middle School 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 twenty first century by offering differentiated, effective and rigors 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 student's ability to communicate and trust others so the student's 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.

The purpose of Russell County Middle School is to prepare all students to be High School Ready, with the purpose of becoming College and Career Ready. The master schedule reflects a balance of core classes including English language arts, math, science, and social studies as well as encore classes including health/P.E., arts and humanities, keyboarding, and band. Middle school students also have an opportunity to take Pre College Prep math and English classes as well as vocational classes at Lake Cumberland Area Technology Center. RCMS provides school-wide interventions to students in reading and math with enrichment classes built into the daily schedule. Targeted students also receive additional interventions with even more individualized instruction to meet specific needs with the assistance of a teacher provided through Title I funding and an ESS Daytime Waiver. PBIS (Positive Behavior Interventions & Supports) expectations have been established as well. RCMS administers universal screeners to all students three times per year with MAP (Measures of Academic Progress). Grade Cam and various Google tools to analyze assessment data and share in PLCs with the Plan-Do-Study-Act protocol allows for constant progress monitoring of student mastering of standards. Russell County Middle School provides opportunities for parents/guardians to remain active participants within their child's education. Examples include open house, jump-start events for transitioning grade levels, PTO meetings, and "Parent Nights" that focus on high-interest topics such as bullying, social media, college and career readiness, accelerated learning possibilities for students, literacy and ways to promote reading

as well as sharing information about reducing barriers to the gap and test analysis. Parents are also invited to have access to Parent Portal through Infinite Campus to have continuous information regarding their students' academic performance and attendance. 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), Accelerated Reader, Y-Club, 4-H Club, Academic Team, Various Athletic Teams and Reading 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: Based on Quality of School Climate and Safety survey, students at school feel safe and valued by their teachers and other adults. Specifically, the Hispanic, disability, and economically disadvantaged gap subgroups reported that they felt supported and encouraged by their teachers, despite their academic struggles. Although other scores are down from 2018-19, math and reading are still above the state average and science is near the state average. Now that students are back in-person, RCMS will resume intentional tracking of students with progress monitoring of Reading Plus, IXL, MAP and other classroom assessment data. Russell County Middle School students are successful outside the classroom as well as inside of the classroom. Russell County Middle School is proud of our YClub. 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, teacher 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 including Outstanding Bills, Best Native Attire, Outstanding Global Village, Best Appeal, Delegation of Excellence, Outstanding Ambassadors, and Outstanding Speakers. RCMS also celebrates many athletic accomplishments. Some of these include the RCMS baseball team winning the state championship as well as the conference title, RCMS football team winning the conference title, RCMS girls basketball team winning the conference title, RCMS volleyball team winning the conference title, RCMS cheerleading team winning the conference title, and many conference runner-up titles in baseball, football, basketball, cheerleading, soccer, and softball. Many of our students participate in the marching band at the high school and recently placed fourth in the state. FUTURE IMPROVEMENTS: Over the next three years, RCMS will continue to work on our school goals with curriculum alignment and student mastery of standards. According to MAP benchmark results, 45% of our current students are below grade level. This is an area of concern along with our gap areas of students with disabilities and economically disadvantaged students. We intend to focus on

continuous review of prior standards while providing multiple small-group intervention services throughout the day to allow for more individualized student growth. The use of Reading Plus/My Lexia is a schoolwide commitment for all students to use to improve their reading fluency and comprehension, which, in turn, will help them across the curriculum. Also, IXL math helps meet the needs of students at their individual skill level and supports students who are lacking in grade level skills. We will continue PBIS to improve our school's culture and offer programs for students to become more college and career ready and to build character. RCMS will strive to have more involvement and communication with our stakeholders, including parents as well as community members.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Teachers met in teams to complete the district analysis data document, "Improving Achievement for All Students." Teachers first identified the two most significant achievement gaps that are of most concern, reading and math. The main areas of priority for our school were reading for students with disabilities, writing for students with disabilities, and writing (fancy wording to be added). Teachers met in teams to determine the improvement target for each priority area, examining data specific to individual students. Departments met to identify specific areas of concern within their content and vertical alignment of curriculum. As a department, teachers looked at individual student scores to determine what strategies would promote growth.

Specific efforts to address the causes of low student performance and resource inequities

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 school district is small in size, but has an enormous community spirit and sense of pride. We realize in our rural setting it can be challenging for our students to always have the resources they need to reduce barriers for academic and personal success. Therefore, we strive each day to make opportunities available so all of our students have the tools needed to be high school ready and on a successful path to be college and career ready.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report_09122022_13:20

2022-23 Phase One: School Safety Report

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
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2022-23 Phase One: School Safety Report
School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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If the answer is "no", please explain in the comment box.
    Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.
    Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.
    Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
    Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.
    Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

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by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
Yes

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
Yes

08/11/2022

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.
Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
Yes

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools_10102022_10:33

2022-23 Phase Two: The Needs Assessment for Schools

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
Russell Springs, Kentucky, 42642
United States of America

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2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Based on the Key Core Work Processes, RCMS will design and deploy standards to continually assess, review, and revise curriculum. Specific strategies will include revisiting the O'Connor Great Instruction Engagement Cycle, administrator observations, both formal and informal, and teaching strategies, such as ALM strategies. We will also design and deliver instruction that is highly effective, culturally responsive, and evidence-based using all the strategies above, in addition to evidence-based curriculum, such as Open Up Resources (math) and My Perspective (ELA).

To design and deliver assessment literacy ensuring a balanced assessment system, we will continue with PLC meetings, PDSA presentations, pacing guides for all curriculum, and common formative and summative assessments.

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PDSA will be utilized to establish a system for examining and interpreting all data. In addition, teachers will continue to focus on formative and summative data, benchmark data, such as Map tests, and interim assessment data.

Teachers are continually focused on the design and alignment of content and will monitor student data regularly to ensure continuous improvement. Specifically, they will focus on pre-designed pacing guides and the PDSA data presented in PLCs.

RCMS strives to create, nurture, and sustain a fair and caring learning community, both academically and socially. Teachers utilize specific teaching strategies to nurture their students' growth and engagement, and there are numerous positive reward recognition opportunities built into the daily culture of the school. Examples include: Laker cards, GPA nine-week academic rewards, bi-weekly effort rewards, AR rewards, Map rewards, Khan Mapper/Reading Plus combo awards, etc.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Goal 1 (State your proficiency goal.): KPREP proficient/distinguished scores for Russell County Middle School students in reading will be 70 and in math will be 60 by 2024.

Objective 1: RCMS students will increase proficient/distinguished 53.4% in reading as measured by 2022 KPREP

Strategies and support include:

Instruction: Students are provided instructional courses to meet the rigorous demands of Content Area Standards (KCWP2), Support: Purposeful Tier II interventions are provided in addition to the core (KCWP5), Professional Learning: Teachers receive differentiated professional learning to meet individual needs (KCWP4).

Objective 2: RCMS students will increase proficient/distinguished scores to 38.5% in math as measured by 2022 KPREP.

Strategies and support include:

Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards (KCWP2), Support: Purposeful Tier II interventions are provided in addition to the core (KCWP5), Professional Learning: Teachers receive differentiated professional learning to meet individual needs (KCWP4).

We had success, but did not fully meet this goal and objectives. Due to the pandemic, staff absences were up and the availability of substitute teachers was down. This resulted in personnel shifts to appropriately cover classes. Therefore

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our Tier II and Tier III interventions were effected at various time periods throughout the year.

Goal 2 (State your separate academic indicator goal.): Russell County Middle School will increase the KPREP separate academic indicator to 70 by 2024.

Objective 1: RCMS students will increase on-demand proficient/distinguished scores to 61.7% as measured by 2022 KPREP

Objective 2: RCMS students will increase science proficient/distinguished scores to 23.5% by 2022 KPREP

Objective 3: RCMS students will increase social studies proficient/distinguished scores to 41% as measured by 2022 KPREP.

We did not fully meet this goal. Objective 1 was not met. We had a significant drop in our on-demand scores. We did meet/exceed objective 2, but did not meet objective 3. Once again, staff absences were up and the availability of substitute teachers was down. This resulted in personnel shifts to appropriately cover classes. Therefore our Tier II and Tier III interventions were effected at various time periods throughout the year. In addition to this, many students remained virtual for the first half of the year. Therefore, many of the activities listed had a different effect when presented virtually.

Goal 3 (State your achievement gap goal.): RCMS will increase the proficient/distinguished KPREP reading scores for economically disadvantaged students to 60% and students with disabilities to 48% by 2024. Proficient/distinguished KPREP math scores will increase for economically disadvantaged students to 50% and for students with disabilities from 42% by 2024

Objective 1

READING: Economically Disadvantaged students will increase the proficient/distinguished reading scores to 48.8% and students with disabilities will be at least 31.4% as measured by 2022 KPREP. MATH: Economically Disadvantaged students will increase the proficient/distinguished math scores to 30.1% and students with disabilities will be at least 27.2% as measured by 2022 KPREP.

RCMS met this objective in mathematics in reference to economically disadvantaged students. However, the other three parts of this objective were not met. The impact of the strategies and activities listed was lessened due to excessive student absences, students remaining virtual, and other situations previously listed as a result of the pandemic.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

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Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From 2020-21 to 2021-22, KPREP assessment data shows 4.1% decrease in proficient/distinguished scores in reading among all students and an 8.3% increase in proficient/distinguished scores in math. The economically disadvantaged students show an 8.3% decrease in proficient/distinguished scores in reading and a 5.9% increase in math. Disability students with an IEP show a 7.1% decrease in reading and a 7.3% increase in math. The 2021-22 KPREP scores show the percentage of students in these gap areas is low compared to students in the non-gap category. This gap is significantly greater than the years prior to the pandemic. The behavior data from 2020-21 is not comparable due to the pandemic and the amount of time students were virtual. Therefore, it is best to compare 21-22 behavior data to 2019-20. In doing so, the percentage of behavior events is up 28.8%, with the number of major behavior events (resulting in suspension or alternative placement) being up 64.6%.

Current State
4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

<u>Current Academic State</u>

- Forty-three percent (43%) of our students scored proficient/distinguished in reading.
- Thirty-seven percent (37%) of our students scored proficient/distinguished in math.
- Twenty-two percent (22%) of our students scored proficient/distinguished in science.
- Thirty-six percent (36%) of our students scored proficient/distinguished in social studies.

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- Thirty-nine percent (39%) of our students scored proficient/distinguished in combined writing performance (45% P/D in editing/mechanics and 38% in writing on-demand)
- GAP areas
  - Economically Disadvantaged - 34% scored proficient/distinguished in reading and 26% scored proficient/distinguished in math
  - Disability - 16% scored proficient/distinguished in reading and 14% scored proficient/distinguished in math

Current Non-Academic State

- Teacher certification status:
  - 12.1% Bachelor's
  - 36.4% Master's
  - 42.4% Rank I
  - 9.1% Specialist
- Twenty-seven percent (27%) of our students have a behavior event.
- Seventy-five percent (75%) of our students are economically disadvantaged, twelve percent (12%) have disabilities, and eight percent (8%) are homeless.
- Eight-nine percent (89%) of our students feel our school is a caring place and Ninety-two percent (92%) feel our school is a safe place.

Priorities/Concerns
5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Eighty-four percent (84%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 51% of non-gap learners.

Eighty-six percent (86%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in mathematics as opposed to just 51% of non-gap learners.

Thirty-nine percent (39%) of all students scored proficient/distinguished in writing during the 2021-22 school year which is a decline from 50.4% scoring proficient/ distinguished during the 2020-21 school year.

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Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Mathematics achievement has increased from 28.7% proficient/distinguished to 37%. We implemented a new system of supports in January of last school year that jumpstarted this improvement and we are continuing this implementation to recover standards continue on the path of improvement. A similar system can be applied in our other courses to improve achievement.

Science achievement has increased from 20.3% to proficient/distinguished to 22%.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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Russell County Middle School

The strategies and activities we plan to implement to meet our improvement target for priority #1 are

- Reading plus- appropriate levels & growth (MAP, goal setting)
- Include short response with bell ringers & cooldowns
- Incorporate cross curricular reading/writing activities
- Vocabulary analyzing cross-curricular (root words, affixes)
- Reteach/Retest
- Writing prompts (1 per week)
- Enrichment practice & timed tests
- Sentence starters & scaffolding with short answers and extended response
- Chunking and annotating text
- Text evidence sentence starters
- Provide weekly opportunities in each content area for reading enrichment. In weekly team meetings, each member will provide evidence to the team leader to be submitted to the administration.
- Focus on Classworks on Tuesdays
- MAP checkpoints
- Enrichment schedule rotation
- Universal screener (winter)

The strategies and activities we plan to implement to meet our improvement target for priority #2 are

- IXL/Khan Mappers, MAP Scores
- Small group reteaching & retest
- Computation Fridays
- Vocabulary - ALM Strategies
- Short Answer/Extended Response practice weekly
- Three Reads
- Annotating word problems
- Sentence starters and scaffolding with Higher Order Thinking Questions
- Each class will rotate to Robinson's class - different one each day
- Checklist discussed at weekly team meeting
- Students pulled during rise time
- KHAN Mappers at student level
- MAP checkpoints
- Classworks progress monitoring with weekly checkpoints
- Enrichment schedule rotation
- MAP scores

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- Universal screener (winter)

The strategies and activities we plan to implement to meet our improvement target for priority #3 are

- Increase the length of passages
- RACE format
- Include short response with bellringers/cooldowns across curricular
- Timed work & test
- Silent Sustained Reading Strategies
- Gradual build-up of writing prompts/responses
- Provide weekly opportunities (see VI)
- Modified IXLs with focus on Classworks
- Summative assessments that contain SA and/or ER questions
- Specific feedback
- Building stamina
- Add writing instruction/modeling to weekly enrichment pull out
- Incorporate sentence starters

RCMS will improve the quality of school climate and safety by

- Moving to teams
- Bi-weekly rewards

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Russell County Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
RCMS School Key Elements		•

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	ALM Teaching Strategies O'Conner (Engagement Cycle) Observations
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	ALM Teaching Strategies O'Conner (Engagement Cycle) Evidence Based Strategies Observations
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	PLCs, pacing guides, formative & summative assessments
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	PDSA
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Pacing guide, PDSA
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Positive rewards & recognition Teaching Strategies

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2022-23 Phase Two: School Assurances

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
Russell Springs, Kentucky, 42642
United States of America

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2022-23 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- **Yes**

o No

o N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**

o No

o N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**

o No

o N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**

o No

o N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● **Yes**
o No
o N/A
COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● **Yes**
o No
o N/A
COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

● **Yes**
o No
o N/A
COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**
o No
o N/A
COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**
o No
o N/A
COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**
o No
o N/A
COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● **Yes**
o No
o N/A
COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● **Yes**
o No
o N/A
COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

● **Yes**
o No
o N/A
COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

● **Yes**
o No
o N/A
COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

● **Yes**
o No

o N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

● **Yes**

o No

o N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

● **Yes**

o No

o N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

● **Yes**

o No

o N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- No
- N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- No
- N/A

COMMENTS

Title I Targeted Assistance School Programs
23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- **Yes**
- No
- N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

● **Yes**
o No
o N/A
COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

● **Yes**
o No
o N/A
COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

● **Yes**
o No
o N/A
COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

● **Yes**
o No
o N/A
COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

● **Yes**

○ No

○ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

● **Yes**

○ No

○ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

● **Yes**

○ No

○ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

● **Yes**

o No

o N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

● **Yes**

o No

o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11042021_11:04

2021-2022 Phase Three: Comprehensive School Improvement Plan

Russell County Middle School
Anthony Ackerman
2258 S Hwy 127
Russell Springs, Kentucky, 42642
United States of America

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2021-22 Phase Three: Comprehensive School Improvement Plan
Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.
Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attached Document

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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Russell County Middle School

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Russell County Middle School CSIP 2021-22		•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 46% of students scoring proficient/distinguished in mathematics by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP2 Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction.	due to inclement weather or illness.			
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5 Russell County Middle School has developed a	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 on a weekly basis.	ESSER $38,498.50

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 46% of students scoring proficient/distinguished in mathematics by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		myPerspectives is an English language arts curriculum that values the perspective of the learner and provides learning experiences that promote higher achievement and develop skills needed for college and career readiness. This Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks (through a blend of print and technology). This program encourages social collaboration and student ownership of learning through goal setting, choice, and reflection.	Student Scores MAP Data	Teachers will monitor students weekly (two grades per week). Principals and teachers will analyze MAP data three times per year. Principals will monitor instructional strategies via walkthroughs and observations each quarter.	

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 46% of students scoring proficient/distinguished in mathematics by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	system for knowing and analyzing student data. This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. RCMS will use a PLC protocol	Teachers practice Adolescent Literacy Model (ALM) strategies on a daily basis and will embed explicit literacy instruction in their content. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers.	PLC Sign-ins and agendas\n\nDepartment meeting agendas\n\nWalkthroughs and observations	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	No Funding
	with effective cyclic processes for deconstruction of standards, designing of assessment measures, sharing resources and creating lessons collaboratively, and analysis of data.	Great Instruction, Great Achievement with John O'Connor Training: Teachers and administrators were provided with information needed to develop effective programs. Topics reviewed include research-based practices in reading instruction, mathematics, and behavior. In addition to that, co-teaching models, sharing data, and strategic planning were addressed.	Training Sign-ins\n\nTeam meeting agendas\n\nWalkthroughs and observations.	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	ESSER $5,058.59
Objective 2 RCMS will have 40% of students scoring proficient/distinguished in math by 2023.	**Instruction**: Students are provided instructional courses to meet the rigorous demands of common core standards.\n\nKCWP1	The master schedule is built to include a one-hour course of Mathematics class for every student in each grade. Each student also has another one-hour course called RISE time (enrichment and	Master Schedule Pacing Guides Walkthroughs Department meeting notes and summaries.	Principals and District Curriculum Coach will review pacing/curriculum guides to ensure all standards are being addressed.\n\nPrincipals will complete walkthroughs quarterly to observe delivery of	No Funding

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 46% of students scoring proficient/distinguished in mathematics by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	fidelity, which is essential for academic and behavioral instruction.				
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence-based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	KHAN Mappers, IXL Math, and MAP Skills are utilized as an intervention tool to build individualized skills to work towards concept mastery and/or accelerate learning.	IXL Progress Monitoring Data KHAN Mappers	Teachers monitor students' progress on ILX math during RISE time each week. Teachers monitor students' progress using KHAN Mappers on a weekly basis and administration reviews this data during department meetings monthly.	ESSER
		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 send home with students to keep parents informed.	MAP Assessment: Fall, Winter, Spring Student Tracking Google Sheet	Principals, Teachers, and District Curriculum Coach will analyze MAP data three times per year.	ESSER

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 46% of students scoring proficient/distinguished in mathematics by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		data, and strategic planning were addressed.			

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 31% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction.				
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence-based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all	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.	Student Scores RCMS On-Demand Analysis Form	Teachers – three times per year	Title I $1,500.00
		Students set instructional goals. Skills are practiced and goals are monitored.	Student Goals Progress Monitoring	Teachers – progress reports every three weeks.	No Funding
		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	Student Scores RCMS On-Demand Analysis Form Pacing Guides PLCs	Teachers will be given a day after each on-demand writing scrimmage to collaborate and train new teachers to score the writing pieces. Teachers progress monitor and give student feedback after each scoring trial.	No Funding

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 31% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	sharing resources and creating lessons collaboratively, and analysis of data.	mathematics, and behavior. In addition to that, co-teaching models, sharing data, and strategic planning were addressed.			
Objective 2 RCMS will have 25% of students scoring proficient/distinguished in science by 2023.	**Instruction**: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP1 Russell County Middle School supports opportunities for the alignment of the curriculum with regular scheduled meetings to review standards, student friendly learning targets, and common assessment measures. Students are given the opportunity to unpack the standards through best practice/high yield instructional strategies. Formative and summative assessments will be used to measure the mastery of standards and assessment data will guide student learning.	Mosa Mack Science is a science curriculum that is changing the way that science is taught in middle school. The interactive science curriculum combines online video and comic mysteries, with offline collaborative labs and engineering challenges. With a focus on student engagement, Mosa Mack challenges students to use their knowledge to solve real-world problems while exploring the Next Generation Science Standards.	Master Schedule Pacing Guides Walkthroughs Department meeting notes and summaries.	Principals and District Curriculum Coach will review pacing/curriculum guides to ensure all standards are being addressed. Principals will complete walkthroughs quarterly to observe delivery of standards, use of student-friendly learning targets, and the evidence of appropriate pacing for each course.	SEEK $4,378.80
		Non-Traditional Instruction (NTI) provides quality, standards-based instruction that allows for a continuation of learning on days when school will be virtual. This instruction will be provided through means of google classroom and google meet or ZOOM.	Student/Teacher participation Student scores in Google Classroom	Teachers will be live during the normal times for each class period and will monitor student participation. Principals, Director of Pupil Personnel, and Director of Federal Programs will monitor daily participation.	ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	Student results are sent home with students to keep parents informed.			
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4	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, Agenda Department Meeting agendas	Principals and Department Chairs will monitor the PDSA protocol on a monthly basis.	No Funding
	Russell County Middle School has developed a uniform system for knowing and analyzing student data: This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. RCMS will use a PLC protocol with effective cyclic processes for deconstruction of standards, designing of	Teachers practice Adolescent Literacy Model (ALM) strategies on a daily basis and will embed explicit literacy instruction in their content. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers.	PLC Sign-ins and agendas Department meeting agendas Walkthroughs and observations	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	No Funding
		Great Instruction, Great Achievement with John O'Connor Training: Teachers and administrators were provided with information needed to develop effective programs. Topics reviewed include research-based	Training Sign-ins Team meeting agendas Walkthroughs and observations.	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	ESSER

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 31% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.

	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		data will guide student learning. KCWP2 Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction.				
		Support: Purposeful Tier II interventions are provided in addition to the core.	A KPREP American Book Company social studies benchmark is administered to students in the fall, winter and spring.	Student Scores	Teachers will provide feedback to students and data will be presented to administration (3 times per year).	No Funding
		KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence-based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to	Differentiated instruction and bell ringers from frequently missed standards-based assessment questions provide interventions for students	Pacing Guides Walkthroughs	Principals will complete walkthroughs quarterly to monitor the delivery of standards, students friendly learning targets, and the appropriate pacing.	No Funding

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 31% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 31% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	with effective cyclic processes for deconstruction of standards, designing of assessment measures, sharing resources and creating lessons collaboratively, and analysis of data.	information needed to develop effective programs. Topics reviewed include research-based practices in reading instruction, mathematics, and behavior. In addition to that, co-teaching models, sharing data, and strategic planning were addressed.	Walkthroughs and observations.		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	data will guide student learning. KCWP2 Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction. KCWP4 Russell County Middle School has developed a uniform system for knowing and analyzing student data. This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. RCMS will use a PLC protocol with effective cyclic processes for deconstruction of standards, designing of				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	assessments and progress monitoring through Classworks, as applicable, will be used to guide instruction.	Special Education teachers will pull students with disabilities ever day and progress monitor once every two weeks.	Classworks IXL, Reading Plus/Lexia	Principals and Teachers weekly. Special Education Consultant and District Curriculum Coach every Tuesday	No Funding
	KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence-based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	Practical Living Interventionist Teacher provides additional academic support for at-risk students.	Check-in logs	Practical Living Interventionist Teacher - weekly	Title I $62,875.60
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4	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, Agenda Department Meeting agendas	Principals and Department Chairs will monitor the PDSA protocol on a monthly basis.	No Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	learning culture and a safe environment by eliminating by ensuring students' individual needs are met. Anti-bullying policies are in place with clear guidelines on how violations are addressed. A school-wide initiative ensures support for students to feel safe and encourage positive behavior. Student conferencing occurs on a regular basis to support a culture of learning, set behavior goals, and monitor progress toward those goals.	School to eliminate barriers to academic success.			
		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.	Implementation of Program Services Plans	EL/Migrant Instructor, District EL/Migrant Contact, Director of Federal Programs	Title I $5,253.00
		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	Title IV $878.00
		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	General Fund Grant

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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. IC and Check-in/Checkout is used for monitoring.	Practice Procedure Schedules PBIS Guidelines Office Discipline Referrals	Principal, Teachers, Students, Stakeholders	No Funding
		Social and emotional learning (SEL) lessons are implemented by our Practical Living Interventionist Teacher. The benefits of social and emotional learning (SEL) are well-researched, with evidence demonstrating that an education that promotes SEL yields positive results for students, adults, and school communities.	Student work, class discussions	Student Survey twice per year.	No Funding
		Throughout the school year Russell County Middle School will host several guest speakers to address safety, SEL, the dangers of drugs, vapes, and alcohol, social media, and character building. Speakers include Kentucky State Police, Steered Straight, Forest Quinllen, Roger's Explorers, Kevin Shearer	Whole group discussion.	Student Survey twice per year.	No Funding

Goal 4 (State your English Learner goal.): All EL students at Russell County Middle School will increase 1.5 levels by May 2025 as measured by ACCESS.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.				

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Russell County Middle School will increase the Quality of School Climate and Safety (QSCS) Indicator to 71.5 by May 2025 as measured by the state survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the QSCS indicator at RCMS from 65.5 to 67.5 by May 2023 as measured by the state survey.	Use all available resources to support students physical and mental well-being.	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	General Fund Grant
	KCWP6 Russell County Middle School will establish a positive learning culture and a safe environment by eliminating by ensuring students' individual needs are met. Anti-bullying policies are in place with clear guidelines on how violations are addressed. A school-wide initiative ensures support for students	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	Practice Procedure Schedules PBIS Guidelines Office Discipline Referrals	Principal, Teachers, Students, Stakeholders	No Funding

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:

Trainings to assist leaders in acquiring effective techniques, skills, and knowledge to carry out responsibilities efficaciously include:

- Solution Tree RTI at Work Conference 3-day training.
- National Institute for School Leadership
- Kentucky Association for Assessment Coordinators - Scott Trimble Workshop
- Kentucky Continuous Improvement Summit

During weekly school administrative meetings, we review and define the quality of tier 2 and tier 3 interventions with a focus on our underperforming subgroups.

Additional support from the district office will be provided weekly with special education and curriculum staff meeting/interacting with our underperforming special education subgroup. Their work will include strong collaboration with students and teachers to help ensure best practices are not only in place but visible as evidenced with weekly data checks.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response:
After reviewing the key core work processes with the data from the 2021-22 school year, the following changes were made.
- RCMS altered the master schedule and implemented teams (two teams per grade) to foster a culture of community and closeness among students and teachers.
- Special education students are in grade level rigorous core content courses.
- Two special education teachers are assigned to classes during RISE time (enrichment period) so that subgroups receive explicit instruction and have additional support to ensure students meet their individual goals.
- Classworks is used during the explicit instruction to monitor student progress and growth.

Resource inequities that were identified and possibly contributing to underperformance and how RCMS plans to address them:
- New ELA curriculum: Teachers are now more aware of the curriculum and know how to navigate through the essential standards.
- Lack of focus with essential versus nonessential standards: Teachers have identified essential standards and are working to ensure the mastery of these to make the most of their instructional time.

- RCMS needed a defined time to pull students for tier 3 interventions: Teachers are now able to pull students to build clear understandings of essential standards
- RCMS needed a stronger tracking system for individual students' skill set: Classworks is being implemented and used as this tracking system
- Special education teachers were being pulled from the regular schedule: RCMS now has extra staff in place to ensure special education teachers stay on their regular schedule.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

We do not believe the learning culture is a factor when looking at the causes of our underperformance due to the following data results:
- teacher belief of the learning culture is up 19% from 2020 survey
- KSA data for our special education population, quality of school climate, was the highest (green-very high) of all subgroups at 72%

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

Areas of need revealed by the analysis of academic and non-academic data:
- Mathematics
- Reading
- SEL/Behavior

Evidenced-based practices:
- Classworks and progress monitoring provides students with an avenue for goal setting.
- What Works Clearinghouse approved curriculum - ESSA Evidence Level 1
  - Clear learning goals are established through student friendly learning targets
  - Explicit teaching/modeling and good questioning is part of the daily instruction within the core classes
  - Additional discussion and feedback occur during RISE time
- Specific feedback is provided using data from Reading Plus, Khan, Math IXL, and MAP

- Community and relationship building through SEL lessons, reward systems, check-in/check-out behavior system and small group instruction

RCMS will monitor the evidence-based practice by using the Plan, Do, Study, Act protocol during weekly PLCs and department meetings and will meet weekly with district staff.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Classworks	SEG Measurement (2019). A Review of the Classworks Regional Efficacy Study. New Hope, PA	☒
MyPerspectives	Pearson (2017). myPerspectives, Evidence of Effectiveness. **New York, NY**	☒
Reading Plus	Buie, Dale (2014). Program Evaluation of Reading Plus: Study of the Impact on Reading Achievement at the School Level In Moore County Schools (Under the direction of Dr. James McDowelle) Department of Educational Leadership. Greenville, NC	☒
		☐