2022-23 Phase One: Continuous Improvement Diagnostic for Russell County School District

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

Russell County
Michael Ford
404 South Main St
Jamestown, Kentucky, 42629
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Districts - 2022-23 Phase One: Continuous Improvement Diagnostic for

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The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, 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 achievement 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 district's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts
• Executive Summary for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• The Superintendent Gap Assurance

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• English Learner Plan for Districts (Lau Plan) (Due May 1)
• Professional Development Plan for Districts (Due May 1)
• Progress Monitoring

As superintendent of the district, 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

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the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.
Michael Ford

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Description of the District

Describe the district'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 district serves?

The Russell County School District (RCSD) is located in a rural community in south central Kentucky. The county rests along the heart of Lake Cumberland, the third largest lake east of the Mississippi River. Russell County has a population of 18,077, according to the United States Census Bureau and consists of a predominantly white race/ethnic background. According to the U.S. Department of Labor, Bureau of Labor Statistics, Russell County's unemployment rate was 5.2% as of July 2022 compared to 5.4% the previous month and 6.1% one year ago. Kentucky's state unemployment rate for this same time period was 3.7% and the nation was 3.7%.

The school system has 3,018 students from Preschool to Grade 12 with 1,572 male students and 1,446 females. Many students live with someone other than their parents and an several households do not have internet service. Additionally, transportation is another barrier for after-school academic support or extra-curricular activities for many students. 69% of students qualify for free and reduced lunch. The Hispanic population is currently 12.8%; English Language Learners in the schools are 4.6%, with most of those families speaking their native language at home The percentage of students identified as Gifted and Talented is currently 11.3%. The special education population consists of 15% and is an area the district is focusing on in all of the schools. With Response to Intervention (RtI), the RCSD focuses on targeting and assisting students early so the number of referrals to special education can be reduced.

Russell County Schools consist of one high school with 842 students; one middle school consisting of grades 6-8 with 672 students; and three elementary schools, the largest being Russell Springs Elementary (Preschool - 5th grade) which consists of 629 students, Jamestown Elementary (Preschool - 5th grade) with 476 students and Salem Elementary (Preschool - 5th grade) with 399 students. The middle and high schools have a close working relationship with the Lake Cumberland Regional College and Workforce Center (LCRCWC) that serves their students, as well as, students in neighboring Adair County. The Auditorium/Natatorium Complex, located on the middle and high school campus not only houses 6th-grade students, it also provides a place for the community to swim, attend events, and facilitate workshops and training. The Russell County School District employs staff that truly care and support ALL of our students and families. The district includes 188 certified staff consisting of 41 males and 147 females.

Teachers regularly pursue and obtain advanced degrees with 34.7% holding a Master's degree, 35.3% with a Rank I degree and 4.6% have earned a Specialist degree. Our certified teachers have an average of 12.4 years of experience. Teacher turnover is 10.5% (23 teachers).

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District's Purpose

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

The purpose of Russell County Schools is to provide a high-quality education for ALL students to be productive, contributing members of society, and have a quality life after public education. The district believes in providing students with a safe learning environment where they feel comfortable to build relationships and are able to develop mutual respect among our school stakeholders. We hold high expectations for our students, teachers, and staff and offer quality, educational services to meet the diverse needs of our students. The impact of COVID 19 on the educational institution, as a whole, has reshaped, at times, what learning opportunities may look like but our purpose hasn't changed. Career Readiness opportunities allow students a variety of avenues to explore while in school. The high school provides pathways in six different areas and the Lake Cumberland Regional College and Workforce Center (LCRCWC) offers seven program areas. College prep and pre-college prep courses are available in the high school and middle school. The Family Resource Youth Services Center (FRYSC) Programs and English Language Learner (ELL) staff are proactive and hands-on with families and students by providing support services to reduce barriers and afford academic learning success. Our Gifted and Talented Education (GTE) works to meet the needs of accelerated learners by utilizing and partnering with regional, state, and post-secondary sources. Special education and related services are offered to meet the varied and specific needs of our disabled learners. Conclusively, Russell County Schools strive to meet the needs of all our students.

The mission of the Russell County School District to increase each student's academic and social achievements to a proficient or higher level while providing a safe and effective learning environment. The vision of the Russell County School District is to be committed to a culture of learning, one that honors knowledge, respects individuals, demands excellence, fosters life-long learning, and supports relationships that strengthen individuals, families, and community.

RUSSELL COUNTY SCHOOL DISTRICT BELIEFS:

INDIVIDUALS

- We believe that all children are naturally inclined to learn.
- We believe that every person is unique and brings individual talents, experiences, abilities, interests, and learning styles to the district.
- We believe that every person deserves to be respected.

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LEARNING PROCESS

- We believe the learning process is enhanced by caring relationships built on mutual respect, self-discipline , initiative, and persistence.
- We believe a commitment to continuous improvement and personal and organizational accountability is essential to the educational process.
- We believe a culture for learning is nurtured and sustained by cooperation among students, parents, staff, faculty, taxpayers, and other stakeholders.
- We believe knowledge enhances our lives because it gives us a greater understanding of ourselves and the world around us.
- We believe a sense of perspective and humor is important to the learning process.

LEARNING ENVIRONMENT

- We believe schools must establish supportive and engaging learning environments that nurture every child's natural inclination to learn.
- We believe a healthy, safe, and secure school environment provides the best opportunity for learning.
- We believe collaboration between family, school, and community is necessary to sustain a successful learning environment.
- We believe successful learning experiences require positive relationships based on trust, collegiality, and open and honest communication.
- We believe setting high expectations, modeling principled behavior, accepting personal responsibility, and displaying professional and personal integrity is essential to establishing a successful learning environment.

The success of Russell County Schools is hinged on clearly aligning people around these beliefs, mission, and vision. When all stakeholders understand the big picture, the more successful we become. Equipping students with what they need educationally and personally to be the best at their career or college endeavors is the number one goal. The Russell County School District makes efforts every day to become better for our students.

Notable Achievements and Areas of Improvement

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

JAMESTOWN ELEMENTARY: According to the data on the KSA, one very notable achievement is an overall increase in students scoring P/D and an overall decrease in students scoring N. At JES, we always celebrate academics first with a formal Academic Celebration every 9 weeks and a Principal's List (all A's) lunch celebration. At every celebration, we also recognize good effort, attendance, and behavior. Each year we participate in the District Spelling Bee. We sponsor a Food Drive to benefit the local food pantry between Thanksgiving and Christmas each year to allow our

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students to develop a sense of community and generosity and sponsor a Pennies for Patients drive in the spring to benefit children with cancer, through which we have raised over $7,000 in the past seven years. Each year, many of our students participate in the district Cross-Country team, the district youth league football, basketball, soccer, cheerleading, and have an opportunity to audition for parts in school-sponsored plays. We have three parent nights throughout the year to celebrate and encourage Reading, Math, and Science. While we are pleased with many things going on, we are determined to continue working on academic proficiency. We will continue to focus on implementing high yield teaching strategies, differentiating, and engaging students; we will set goals and celebrate successes. We will use the most effective curriculum we can find written or technological. We will especially focus on nurturing relationships with both students and parents to build partnerships that promote learning. **AREAS OF IMPROVEMENT:** We have entirely too many apprentice students and must reduce that number.

RUSSELL SPRINGS ELEMENTARY: The 2021-2022 school year was a very abnormal year due to COVID-19. The school year began with students either in person or virtual and continued until the end of the 2022 school year when we became full in person. All students were provided a chromebook or ipad to complete virtual lessons. Families who struggled with internet access were provided a wifi to have internet connection. All of our teachers learned and created Google classrooms and taught through a platform that they had never had to do before. Teachers created lessons, administered tests, and provided support all through the Google virtual classroom. We administered one MAP benchmarking session in the winter on 3rd, 4th, and 5th grade students. The KPREP test was required for the 2020-2021 school year but was not reported as accountable. We had 23% of our virtual students come in to take this assessment. It was parent's choice. Virtually, our teachers continue to promote technology rich programs which have home access to our students. Most of these programs promote individualized learning and encourage students to work at their own pace to enhance their learning. Russell Springs Elementary School RTI virtually to our students that had already been placed based on previous year benchmarks. With this, students continued to receive support in reading and math from a full-time RTI interventionist funded through Title I who is assisted by four highly qualified retired teachers who are being funded through an ESS daytime waiver. These teachers focus on math and reading interventions to support regular classroom instruction. We also have three highly qualified retired teachers that are funded through Title I who work with low-performing students in 1st, 2nd, 3rd, 4th, and 5th grades. Even with the virtual school year, our Russell Springs Elementary Academic Team had a successful year in 2020-2021 and achieved first place overall in District and third place overall in Region. Our Quick Recall Team placed 1st in District competition and 3rd in Regional competition. RSES had thirteen individual content award winners in District competition and 2 individual content winners in Region competition.

SALEM ELEMENTARY: As for notable achievements Salem Elementary fields a competitive academic team and quick recall team. Over the years, each team has represented the school with distinction as an extracurricular club. The Salem Elementary Academic Team represents our school each year at the Governor's Cup as well taking second place in the district and having numerous students move onto

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region competition. Salem Elementary participates in 4-H and gains much recognition each year in 4-H competitions. Our students participate in 4-H speech contests, demonstration contests, poetry writing contests, and piggy bank design contest. There have been numerous winners from our school presented. Three years ago, our school began a new community outreach program that is focused on kindness. A couple of years ago, pre-COVID, our Kindergarten students saved change in socks and collected over $500.00 for our local family resource center. Our fifth grade students raised over $1300.00 to purchase blankets for the nursing home and the local homeless. Last year we held a penny war to raise money for our local EMT and health care workers to purchase protective gear from COVID. Our students ended up raising over $1500 to present to our local EMT director. Every December we have a night called "Light Up SES with Kindness" where students and families together participate in a community food drive and then had a family night lighting our tree as an culminating activity. Last year over 350 people came out to make ornaments, watch the lighting of the kindness tree, and join in together as bring a light of kindness for our school and community. Throughout the year we will provide our students with several opportunities for them and their families to participate in acts of kindness and community service as a way to reach out to others. This past year in partnership with the Family Resource Center Salem was awarded the AmeriCorps grant that we applied for. The grant allowed us to employ an additional person to help provide targeted intervention for students. For the past few years Salem has started a boys and girls soccer team for our students in grades 2-5. This allowed Salem to be well represented athletically and the past year both our boys and girls teams have been district champions among all elementary schools. In addition to the previous notable achievements, when the virtual setting was implemented several of Salem's teachers went onto to be Google Certified at Level 1 and 2, approximately 65% received that certification in order to better provide instruction for our students. Lastly, school attendance is something we pride ourselves on as Salem was named top school in our district for high attendance and then went onto be named number in region fourteen for small school attendance. **Areas of Improvements:** While the past year brought Salem evidence of a improvement and growth in several areas we are continually striving to get better and create a solid foundation for our students. As we had some intense data analysis we have targeted continued areas of improvement that our school wants to strive towards. Although there was increased achievement in reading and math we still plan to focus on those areas so that we can maintain performance at the state level or above. Also, our other content areas of Social Studies, Science, and On-Demand Writing are primary focus groups. These are subjects that we are working hard to maintain positive increases. A couple of years ago these particular content areas had seen significant loss but we are back on track with them and are going to continue to push that. Over the past few years we have implemented several strategies that are helping us reach more of our students and build their achievement.

RUSSELL COUNTY MIDDLE: NOTABLE ACHIEVEMENTS: Although the past three years have been greatly impacted by Covid, RCMS celebrates writing scores with 60.5% of students scoring proficient/ distinguished. 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

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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.

RUSSELL COUNTY HIGH: Russell County High School has a history of success in all aspects of the school. Whether it be in the area of academics, athletics, or extra-curricular activities, the school has collected many accolades over the years. With transition in the overall accountability, several measures used were different than in recent years and therefore made comparisons difficult. However, the overall novice reduction for ALL students is a notable improvement for our school. Our novice reduction for students with disabilities continues to be a primary concern. There are several reasons to celebrate both academically and non-academically. Highlights from the school year include: the graduation and transition readiness scores are well above the state average and maintain a consistent priority and celebration for RCHS. We celebrate school spirit for outstanding achievements in all areas of our school. The Laker athletic program had success in several areas including district wins and regional contenders. The Lady Laker Volleyball team was the District

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runner-up and proceeded onto the regional tournament. The Laker Boys golf team had a regional winner while the Lady Laker golf team had two qualifiers for state. The bowling and bass fishing teams both had state qualifiers. Our softball and baseball teams were both district winners and competed in the regional tournament at Western Kentucky University. Also our swim team, track team, and boys tennis team were district winners and/or regional runner up. Our NJROTC cadets completed 1644 hours of Community Service and 5 cadets completed NJRTOC Leadership Academy. We also had a GSA student for Drama and a second round applicant for GSA art. The Russell County Band won Grand Champion in two competitions last year as well as 2nd place in the KMEA State Finals. Several students were selected to the All District Honors Band eight students made it to All-State Tryouts. These are but a few highlights from the Russell County High School Lakers.

DISTRICT NOTABLE ACHIEVEMENTS: Due to the impact of COVID-19 and the demand for engaging, virtual instruction, 53 teachers became Level 1 Google Certified and 21 teachers became Level 2 Google Certified over the past two years. New administration attend the National Institute for School Leadership (NISL). This program is the most widely used research-proven professional learning program for school leaders in the country. It prepares school leaders to create and lead high-performance organizations, improve instruction, leverage data-driven decision making, improve student and school culture, and focus on equity. Also, a fifth grade social studies teacher from Jamestown Elementary was a finalist for the 2021 Teacher of the Year.

DISTRICT AREAS OF IMPROVEMENT: Priority #1: Closing the achievement gap of students, especially those with disabilities, is an intentional focus at the elementary, middle and high school levels. While the evidence shows some improvement in reading and math with this subgroup, there is still much more ground to gain. Teachers and students must use standards-based instruction with high-yield strategies to increase student comprehension and retention of content material. Teachers must continue to connect concepts and key ideas by scaffolding instruction and differentiating to meet the needs of all students. Explicit teaching provides teachers with formative data to target skill gaps and individualize learning for one-to-one and/or small group instruction. Common district benchmarking assessments and intervention components, allow educators to analyze student data and plan instruction to help meet all students at their point of need. Maintaining the availability of Chromebooks, iPads and instructional/assessment programs purchased with the Last Mile, CARES Act, ESS, Title, ESSER and other funding sources to assist with the continuing shift of student and teacher needs for impacts related to COVID-19 is also essential.

Priority#2: Proficiency for all students, with a particular focus in reading and math district-wide, is a priority. There is a concerted effort to align KAS with high-quality instructional resources and other components that support instruction and assessment and pace it with accuracy. Developing clear and precise learning targets for students and meeting student needs based on formative and summative assessments is a focus. Tier I and Tier II instructional needs must be monitored and strategies for cognitive engagement must be implemented. With both priorities, PLC

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protocols to analyze deployment of standards, lesson creation, assessment design and analysis of data must be in place.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

The Comprehensive School Improvement Plan (CSIP) and the embedded subgroup plan for improvement will be reviewed by local school personnel and other stakeholders, including the principal and other school leaders, teachers, and parents. An emphasis will be on the following additional TSI requirements: (1) Components of turnaround leadership development and support, (2) Identification of critical resources inequities, (3) evidence-based interventions and (4) additional actions that address the causes of consistently underperforming subgroups of students.

Leadership will work to ensure skills are developed to achieve meaningful and sustainable increases in student achievement for underperforming subgroups. The process to review the allocation and use of resources (people, time and money) will be identified and analyzed. Any resource inequities that may have contributed to underperformance will be addressed. The areas of need revealed by the analysis of academic and non-academic data for the targeted subgroup will be addressed through CSIP activities with a focus on evidence-based interventions. The process used to review the learning culture related to the targeted subgroup will be examined and refined, as needed, to ensure quality instruction, assessment practices that monitor and measure learner progress and comprehensive support are in place.

Ultimately, TSI stakeholders will carefully examine what must be done to ensure the subgroup performs at high levels in the state accountability system and that this improvement plan is captured within the CSIP.

Additional Information

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

The Russell County School District (RCSD) conducted an extensive course of meaningful consultation with stakeholders prior to formulating the ARP ESSER LEA Plan. The RCSD made a concerted effort preventing, preparing for and responding to COVID-19. The coordinated preparedness efforts for sanitation and disinfection practices adhere to strict preventative measures and layered prevention strategies. The guidance and recommendations from the CDC and the Lake Cumberland District Health Department are monitored continuously. Touchless hand sanitizer and water fountain stations, the installation of air purifiers in existing duct work/air handlers along with electrostatic foggers and Armour Guard, an antimicrobial that provides a 90-day shield, will be found in all school facilities. In an effort to mitigate

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any interruption in learning, Google Classroom will continue to be utilized in daily assignments and assessments.

The majority of ESSER I funds were spent to ensure the technological capacity was 1:1 (iPads for every K-1st grade students and Chromebooks for every 2nd-12th grade students). Additionally, internet hotspots throughout the community, as well as, Mifi devices for homes that could not afford internet service were purchased.

To supplement remediation and intervention services to narrow the learning gap, 5 full-time, certified Intervention Specialists to work with students one-to-one and/or in small group settings along with 11 full-time Instructional Assistants for primary classrooms within the district has been hired for a minimum of two years. ARP ESSER Funds have been utilized to purchase various instructional support materials with the intent of targeting academic deficits and mastery of grade level content standards.

Russell County Schools will continue its efforts in responding to social, emotional and mental health needs of all students. Extended School Services opportunities not only provide academic support, but also serves as a vehicle to re-engage students in social environments. Another method for promoting social/emotional well-being occurs through the implementation of Sanford Harmony in elementary, Second Steps at the middle school and Sources of Strength in the high school. These programs develop key social and emotional competencies in the classroom, at home and/or in extended school settings. The middle and high school programs specifically address needs concerning suicide, bullying and substance abuse, as well as, empowering teens to care about their impact in the world.

In an effort to promote the health and wellness for students, the Russell County School System has partnered with Healthy Kids Clinic. Healthy Kids Clinic compliments traditional school nursing programs in an effort to facilitate positive health outcomes for students. Licensed health care providers are accessible and offer services such as immunizations, physical exams and acute care visits during the school day. Healthy Kids Clinic serves as a safety net for children in need and provides comprehensive healthcare to students. Through the Healthy Kids Clinic, students are able to stay in school and be ready to learn.

In the fall of 2021, a dedication ceremony and open house was held for the Lake Cumberland Regional College and Workforce Center (LCRCWC) located on the main campus of Russell County Schools. The state-of-the art facility provides educational and training opportunities for the entire Lake Cumberland area, thereby, increasing the percentage of people to enter college and careers with the necessary skills and knowledge to become successful and sustainable employees. In conjunction with the Kentucky Workforce Innovation Board (KWIB), the following sectors and pathways are offered: Advanced Manufacturing (Welding Technologies, Industrial Maintenance, Computerized Manufacturing and Technology); Construction Trades (Electrical Technology and Construction Carpentry); and Transportation/Logistics (Automotive Technology). These sectors and pathways afford the opportunities for skilled laborers to increase their employability and enter occupations that pay higher hourly wages and annual incomes. Furthermore, through partnerships with local businesses and industries, the Lake Cumberland Regional College and

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Workforce Center will be a hub for certifications, apprenticeships and skills training. Additionally, the (LCRCWC) will be a key component in meeting the future growth and expansion needs of Lake Cumberland area businesses, as predicted in the 5-year workforce demand data (within a SO-mile radius of the center) that projects KWIB sector job openings to be 10,206.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Districts - Russell County School District

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Understanding Continuous Improvement: The Needs Assessment for Districts

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 districts 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 districts, each district 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 of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Intentional analysis and review of Kentucky Summative Assessment (KSA) data, along with district formative measures and experiences from the classroom occurred in the fall as a professional learning day. Each content area survey results, compare subgroups, determine percentages for each performance level and discuss climate, safety and other non-academic influences on student success. A comprehensive report is developed to summarize findings, prioritize areas of concern, set goals and determine next steps for the school year. School-level data reviews continue throughout the year in PLCs to plan, do, study and act upon available data. Necessary adjustments to curriculum, lessons, pacing and instruction will be made according to student needs as a whole, as well as, targeted interventions. Community meetings are held with stakeholders to share the achievement, gap and growth areas for schools and the district. Feedback is encouraged and documented for follow-up. All meetings will be documented with agendas and sign ins.

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The district team includes Superintendent of Schools, teachers, principal, council members, other school leader, paraprofessional, central office administrator, administrator, board member, classified staff, parent, community representative, instructional coach and high school student. School and district administration, instructional coaches and teachers will convene, as needed, to monitor needs assessments for grade and/or content level teams. Students that were "named and claimed" will have an emphasis on their learning needs being addressed with after school, RtI and/or close monitoring within Tier I instruction. Monitoring of the universal screener for students along with classroom performance is especially crucial for the progression of learning. Goal-setting for students, teachers and administration at both the school and district level is paramount.

Title I stakeholder survey data on how programs are positively impacting student learning is reviewed at the school and district level. At the school level, Title I Survey results are made available to parents and the SBDM councils. The district holds a Title I Community Meeting to discuss and to inform stakeholders of results, as well as, seeking ideas for improvements to implement. The district and schools develop plans that include necessary changes required to meet the needs of the students and to improve issues regarding the climate of the schools.

Additionally, the Title IV Survey focuses on safety, wellness and technology. The results of this survey showed academic readiness and safety were top concerns for stakeholders. To ensure evidence-based interventions and remediation occur for the magnitude of learning interruptions, the district has hired 5 full-time, certified Intervention Specialists to work with students one-on-one and/or in small group settings. Also, 11 full-time Instructional Assistants for primary classrooms within the district have been hired. The intent is to mitigate early childhood loss of learning which forms the permanent foundation for the progression of literacy, mathematics and critical thinking skills along the learning continuum. Furthermore, all five schools have a resource officer assigned to them to assist in safety measures. At present, the Russell County School District is continuing coordinated preparedness efforts for sanitation and disinfection practices that adhere to strict preventative measures and layered prevention strategies to maintain safe return to in-person instruction.

Results from the Title IV Survey also expressed an interest in additional STEM type courses. The middle school and elementary schools have emphasized STEM in specials, encore classes and after school opportunities. Also, Project Lead the Way is in its sixth year for high school students to enroll in courses. The program is geared towards engineering and the teacher has received many hours of intense professional learning to teach the courses. New equipment and resources have also been purchased to help grow this program.

Review of Previous Plan

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

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Mandated goals from the Kentucky Department of Education (KDE) for the previous year's Comprehensive District Improvement Plan (CDIP) included: (1) achieving proficiency in reading and math, (2) increasing the overall Separate Academic Indicator, (3) providing specific services to assist in closing the achievement gap, (4) improving the overall growth for elementary and middle school students and (5) increasing the graduation rate and (6) transition readiness. Objectives reflected a 2% increase for each goal for a 6% growth over a three year time frame.

As expected with the impact of COVID-19, schools within the district did not meet goals regarding reading and math, the separate academic indicator, the achievement gap or graduation. The Postsecondary readiness (transition) goal was met.

Strategies are based on the Key Core Work Processes which allows for a systematic approach to address processes, practices and conditions, therefore, these remain a constant. Across the goals, activities chosen to deploy the strategies are solid. Although goals set were not met, measures of success varied within content areas and schools. With the progress monitoring, data predicted students had regressed. The student achievement in gap groups were especially evident from periods of interrupted learning with quarantines, positive COVID cases and the continuation of virtual learning. However, these deficits are being addressed with increased intervention staff, rigorous instruction and differentiation and focus on deploying grade level standards with high quality instructional resources (HQIR) and high-yield instructional strategies. Areas of concern for schools have been specifically prioritized with a plan to implement and examine for impact.

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

Example of Trends
• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
    Despite the wording of this question that asks for analysis of data trends from the previous two academic years, the Kentucky Department of Education declared that direct comparisons of assessment data from previous years are not appropriate because of the learning disruptions, changes in opportunities to learn, and lower participation rates. The 2020-2021 School Report Card specifically stated comparisons with previous years are not appropriate because of the number of test takers, changes to the assessment, and modified instructional settings.

    With the exception of the Graduation Rate, trends and comparison data were not even included in the 2020-2021 reporting. However, there was a slight increase in the overall graduation rate across the state of Kentucky from 90% to 90.95% for

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2022. Although the graduation rate dropped for Russell County from 97% in 2020, to 94.3% in 2021, the rate remained constant for 2022 at 94.3% YELLOW (medium).

For the 2020-2021 ACT, Russell County students scored in close proximity, although still below the state average, to other students across the state. In 2021-2022, Russell County students scored above the state level in all ACT categories.

Students	English	Mathematics	Reading	Science	Composite
Russell County	**18.1**	**18.1**	**19.3**	**18.8**	**18.7**
State	**17.5**	**17.7**	**19**	**18.6**	**18.3**

According to the School Report Card, behavior events across all grades were 417 in 2021-2022 compared to 26 in 2020-2021. 306 of the 2021-2022 events occurred in the classroom (compared to 20 the year before) with 76 happening, both, on the bus (compared to 3 the year before) and in the restroom (compared to 0 the year before). Please note: students had the option of returning to school, in-person using a hybrid model in March 2021.

The KY ADM ADA District Summary Report showed 2020-2021 average daily attendance for elementary at 95%, middle school at 92% and high school at 94%. Comparatively, 2021-2022 average daily attendance for elementary was 93%, middle school was 92% and high school was 91%.

Current State
    4. Plainly state the current condition of the district 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 74% of the district's teachers received adequate professional development.

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As expected, the 2021-2022 KSA data showed that the COVID-19 pandemic had a deep impact on students and schools as they continue to recover from the interrupted learning over the past two years. Although Russell County Schools scored above the state proficient/distinguished levels in multiple content areas, compared to the last accountable testing year of 2018-2019, elementary reading fell from 59.5% to 52.6% proficient/distinguished, the middle school proficient/distinguished reading dropped from 64.4% to 45% while proficient/distinguished reading of the high school rose from 36.9% to 43%. For mathematics, proficiency dropped in elementary from 54.9% to 47%, middle school mathematics proficiency dropped from 59.2% to 44% and the proficiency of high school math increased from 36.9% to 43%.

CURRENT ACADEMIC STATE: ELEMENTARY-Jamestown Elementary School (JES) received an overall score of 62.1 for a YELLOW (medium) color rating. The combined reading and math indicator of 66.8 is YELLOW (medium) and the science, social studies and writing indicator of 54.5 is YELLOW (medium). The overall score of 76.1 GREEN (high) for Russell Springs Elementary School (RSES) consisted of a combined reading and math indicator of 77 GREEN (high) and a science, social studies and writing indicator of 76 BLUE (Very High). Salem Elementary School (SES) received an overall score of 64 with a YELLOW (medium) color rating. The combined reading and math indicator of 65.4 is YELLOW (medium) and the science, social studies and writing indicator of 60.7 is YELLOW (medium).

Performance levels among the elementary schools were diverse compared to the state. The proficient/distinguished performance levels in reading and mathematics for all elementary schools were above the state. Science scores for both RSES and SES, in particular, reflected higher proficient/distinguished levels than the state while JES was below. Both JES and RSES, specifically, scored above the state proficient/distinguished performance level in social studies while SES was below.   In combined writing including editing and mechanics and on demand writing, RSES, particularly, was above the state proficient/distinguished level while JES and SES was below. More explicitly, RSES and SES scored above the state proficient/distinguished level in editing and mechanics while JES was below and RSES scored above the state proficient/distinguished level in on demand writing while JES and SES scored below.

Subject	Novice/Apprentice %				Proficient/Distinguished %			
	JES	RSES	SES	State	JES	RSES	SES	State
Reading	52	36	53	55	48	64	46	45
Mathematics	55	51	55	62	45	49	46	38
Science	80	69	54	71	20	31	46	29

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Social Studies	59	35	72	63	41	66	28	37
Combined Writing	78	37	67	63	22	63	33	37
Editing and Mechanics	60	22	53	53	41	78	48	47
On Demand Writing	83	42	73	67	17	58	28	33

Note: Number is rounded to the nearest whole number

With the fall 2022 administration of NWEA Measures of Academic Progress (MAP), the Projected Proficiency Report showed students across the three elementary schools collectively scored 47.2% proficient/distinguished in reading and 37.2% proficient/distinguished in math.

The overall Quality of School Climate and Safety Indicator for Jamestown Elementary was a 77 GREEN (high) with a 79.5 Climate Index and a 74.5 Safety Index. Russell Springs Elementary was a 76.7 YELLOW (medium) with a 79.8 Climate Index and a 73.6 Safety Index. Salem Elementary was a 80 GREEN (high) with a 82.6 Climate Index and a 77.4 Safety Index. Collectively, among the three elementary schools, 98% of elementary students strongly agree/agree that adults from their school care about them, 93.6% strongly agree/agree that they felt safe in classes and 30% strongly disagree/disagree that all students are treated the same if they break the school rules.

CURRENT ACADEMIC STATE: RUSSELL COUNTY MIDDLE SCHOOL-Russell County Middle School (RCMS) received a YELLOW (medium) color rating overall with a score of 58.4. The combined reading and math indicator of 62.7 is YELLOW (medium) and the science, social studies and writing indicator of 53.3 is YELLOW (medium). The proficient/distinguished performance levels were higher than the state in reading (45%/43%), mathematics (44%/37%), science (25%/22%) and social studies (37%/36%). The novice/apprentice performance levels were higher than the state in combined writing (69%/61%) including editing and mechanics (58%/55%) and on demand writing (70%/62%). Additionally, Russell County Middle School received a federal classification of Targeted Support and Improvement (TSI) for students with disabilities.

The Projected Proficiency Report from the fall 2022 administration of NWEA Measures of Academic Progress (MAP) indicated middle school students scored 49.8% proficient/distinguished in reading and 35% proficient/distinguished in math.

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The overall Quality of School Climate and Safety Indicator was a 65.5 YELLOW (medium) with a 69 Climate Index and a 62 Safety Index. 98% of middle school students strongly agree/agree that teachers expect them to do their best at all times, 88% strongly agree/agree there is an adult from school they can talk to if they have a problem and 40% strongly disagree/disagree that school rules are fair.

CURRENT ACADEMIC STATE: RUSSELL COUNTY HIGH SCHOOL-With an overall score of 67.7, Russell County High School (RCHS) received a color rating of GREEN (high). The combined reading and math indicator of 59.8 is YELLOW (medium) and the science, social studies and writing indicator is 52.9 YELLOW (medium). The proficient/distinguished percentages were higher than the state averages in math (43%/36%), social studies (40%/34%), and combined writing (49%/38%) including editing and mechanics (55%/48%) and on demand writing (47%/38%) while the proficient/distinguished percentages were slightly lower than the state in reading. The science scores for RCHS were suppressed.

All Kentucky public school juniors participate in the ACT, which tests students in English, mathematics, reading and science. The ACT is scored on a scale of 1 to 36. Russell County High School juniors scored above the state level in all categories of the ACT: English (18.1/17.5); Mathematics (18.1/17.7); Reading (19.3/19); Science (18.8/18.6) and Composite (18.7/18.3). There was a slight increase in the overall graduation rate across the state of Kentucky from 90% to 90.95%. The graduation rate for Russell County remained constant at 94.3% YELLOW (medium). Furthermore, the Postsecondary Readiness Indicator landed in the GREEN (high) range with a 93.7. This indicator gives students flexibility on how they demonstrate either academic or career readiness.

Results from the fall 2022 administration of NWEA Measures of Academic Progress (MAP) revealed 30.1% of high school students were on track for ACT College Readiness in reading and 16.1% were on track for ACT College Readiness in math.

The overall Quality of School Climate and Safety Indicator was a 59.6 YELLOW (medium) with a 62.3 Climate Index and a 56.8 Safety Index. 91% of high school students strongly agree/agree that teachers expect them to do their best at all times, 78% strongly agree/agree that adults from the school handle safety concerns quickly and 53% strongly disagree/disagree that consequences of breaking school rules are the same for all students.

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 District Improvement Plan (CDIP) 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.

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ELEMENTARY-At the elementary level, 75% of students with disabilities scored below proficiency in reading as measured by KSA as opposed to 45% of students without disabilities. In math, 84% of students with disabilities scored below proficiency as opposed to 53% of students without disabilities.

55% of all students scored proficient/distinguished in reading while 48% scored proficient/distinguished in math.

MIDDLE-Russell County Middle School received the federal classification of Targeted Support and Improvement (TSI) for students with disabilities. 88% of students with disabilities scored below proficiency in reading as measured by KSA as opposed to 55% of students without disabilities. In math, 90% of students with disabilities scored below proficiency compared to 56% of students without disabilities.

In reading, 45% of all students reached proficiency while 44% reached proficiency in math.

HIGH-In reading and math, 57% of students without disabilities scored below proficiency. There is no data in reading and math for students with disabilities due to suppressed scores (occurs when a performance level-novice, apprentice, proficient and distinguished-has less than three students or where low cell counts or percentages could lead to identification of individual student performance).

43% of all students scored proficient/distinguished in reading and 43% scored proficient/distinguished in math.

Conclusively, the "temperature check" provided through the 2022 KSA, confirms that specific efforts need to be made with all students, especially those with disabilities.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. 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.

2021-2022 KSA data is the first accountable data schools have had since the 2018-2019 assessment. The 2019-2020 spring state assessment was entirely waived by the U.S. Department of Education. Kentucky received official approval by the U.S. Department of Education from federal accountability for the 2020-2021 assessment. It was implemented with shortened assessments and expanded testing windows. School/district performance was based on the students who actually tested. KDE directed this data to be used as a "temperature check" and stated it should not be compared to other data. Therefore, to determine strength

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based on current data, the district is comparing to other district level indicators within the state.

Collectively, the reading/mathematics indicator for the three elementary schools (70.9) were GREEN (high) along with 23 of the 172 other excelling districts across the state. The middle and high school indicator for reading/mathematics were both YELLOW (medium) with a 62.7 and 59.8, respectively. Both schools are matching the majority of other districts in the state with 65 of the 172 middle schools and 74 of 168 high schools performing in the medium level.

The science, social studies and writing indicator for elementary (65.4), middle (53.3) and high (52.6) were all YELLOW (medium) with elementary being 92 of 171, middle being 71 of 172 and the high school being 57 of 168 other YELLOW (medium) districts in the state. For the high school, postsecondary readiness is 93.7 GREEN (high) compared to 31 of 168 other top districts while the graduation indicator is 94.8 YELLOW (medium) compared to 46 of 168 districts.

Reflecting over the challenges of the past two years, as well as, all the factors taken into consideration for the administration of and flexibilities KDE accepted from the U.S. Department of Education for the Kentucky Summative Assessment, Russell County is proud to note our students are on track and, in some areas, performing above their peers across the state. Elementary schools will utilize new high quality instructional resources for reading and math. Grade levels will continue to utilize evidence-based strategies within the content areas. Teachers and administrators across grade levels can share ideas of lesson implementation, prioritize response to intervention practices and set goals for students to monitor with formative measures. Russell County Middle School will continue to prioritize PLCs that implement the Plan-Do-Study-Act (PDSA) protocol where teachers focus on assessment literacy, high-yield instructional strategies and teaching and assessing congruently to standards. Intentional tracking of students with progress monitoring of formative measures along with student goal-setting will also continue. The Laker Success Academy at Russell County High School is designed to individualize instruction to students who are at-risk of dropping out of high school. Another important factor is the ability to meet with the college and career readiness counselor to assist all students to become work and/or college ready. Russell County High School's Lake Cumberland Regional College and Workforce Center (LCRCWC) is also crucial for students to gain knowledge in career and technical education which lead to industry certifications for several areas. It is evident that the district can learn from the systems in place from school to school and continue growth.

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

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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 district 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 District Improvement Plan (CDIP) diagnostic and template.

> Key Core Work Processes (KCWP) are the foundation for success. The process is the work. The practice is the worker and the condition is the workplace. Reflecting on the evidence of the KCWPs was insightful. Our district was lacking in conditions, the processes were represented in all but one KCWP and the practices were plentiful.
>
> However, when the practices were stated, it was difficult, sometimes impossible, to prove the fidelity in which it was implemented across all schools in the district.
>
> Therefore, it is important to note that more intentional time needs to be spent on the processes in place to make the practices happen and result in the conditions of the workplace. Our workers have many processes to put into practice, but may not have the ample time to plan and prepare for proper deployment. Although teachers have curriculum maps, pacing guides and lesson plans, meaningful discussions about these items must occur regularly and include purposeful vertical alignment.
>
> Creating common student friendly targets and formative assessments need to occur to support students' attainment of the Kentucky Academic Standards (KAS). The implementation of the Plan-Do-Study-Act protocol in PLCs across the district vary in fidelity. The district provides one mandated day of data analysis in the fall, but the follow through with progress monitoring and goal setting is lacking. School wide behavioral support systems with PBIS and utilizing strategies from BOUNCE trainings are evident in schools, but again, vary in the depth of consistency.
>
> Opportunities for teachers to assess and revise dispositions of standards and reflect on highly effective, evidence-based instruction is critical. Analyzing the deployment of standards, lesson creation, assessment design and analysis of data is the basis for growth. Conversations, reflections and discussions with colleagues on the necessary processes that need to be in place will make the practices less

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frustrating and more consistent. This, in turn, should empower educators and students alike to succeed academically, socially and emotionally at high levels.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Russell County School District Key Elements Template 2022-2023	Russell County School District Key Elements Template 2022-2023	•

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	*Teachers have a curriculum map and pacing guide that includes standards. *Student friendly learning targets (some with success criteria) are constructed. *Assignments/activities/assessments are developed to reflect the learning targets. *Formative assessments guide student learning and teacher instruction. *Observations, evaluations, PLCs, master teachers assigned to new teachers and instructional coaches assist in monitoring the deployment and mastery of KAS.
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	*PLCs using the Plan-Do-Study-Act protocol ensures congruency of standards, learning targets and assessments. *School protocols define RTI for students not mastering Tier I instruction and assessments. *PLCs plan and evaluate effectiveness of high-yield instructional strategies. *State assessment, universal screeners and other classroom summative and formative assessments are utilized for progress monitoring and goal-setting with students and teachers.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	*Formative assessments are utilized within lessons to plan for needed instructional modifications. *Utilize knowledge of best practice/high-yield instructional strategies to enable students to meet mastery. *Encourage teachers and students to know the success criteria of learning targets.

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?	*District professional learning day along with intentional PLCs to review, analyze and apply data from summative and formative assessments including universal screening and progress monitoring. *Follow RTI school protocols. *Encourage feedback during learning and goal-setting for mastery with students. *Conduct student voice surveys to determine effective strategies with lesson planning.
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?	*Create school-wide behavioral support systems - Positive Behavioral Interventions and Support (PBIS) program. *Encourage the PLC PDSA protocol to analyze deployment of standards, lesson creation, assessment design and analysis of data. *Consider and address non-academic barriers to learning.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	*Encourage the use of the systems in place to address reports of bullying in the district, school and/or individual classrooms. *Professional development training with Building Resilient Children and Families (BOUNCE) coalition to learn about adverse childhood experiences (ACEs) and how those experiences can adversely affect the child and their learning. Teachers will use strategies to de-escalate behavior and build a culture of resilience. *FRYSCs will deploy all available resources to assist students in need. *Provide equitable access to learning with 1:1 technology for all K-12 students.

2022-23 Phase Two: District Assurances - Russell County School District

2022-23 Phase Two: District Assurances

Russell County
Michael Ford
404 South Main St
Jamestown, Kentucky, 42629
United States of America

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2022-23 Phase Two: District Assurances
Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district 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.

District Assurances

The district hereby ensures that the FY 2022-2023 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

● **Yes**
○ No
○ N/A

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: District Safety Report - Russell County Schools

2022-23 Phase Two: District Safety Report

Russell County
Michael Ford
404 South Main St
Jamestown, Kentucky, 42629
United States of America

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2022-23 Phase Two: District Safety Report
District 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.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.
School Board Policy 02.4241 requires all schools in the district to adopt an emergency plan.

2. Has each 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)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020)

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amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time 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.

> All school councils have adopted an emergency plan that is in compliance with applicable state statutes.

3. Has each 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)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

> Local first responders were given a copy of the school's emergency plan along with a diagram of the school.

4. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

> All schools have primary and secondary evacuation routes posted in each room.

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

> All schools have posted the location of severe weather safe zones in each room.

6. 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 for review?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

> Students have participated in the annual earthquake drill based on the plan developed.

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7. Are practices in place to control access to each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

 All schools are in compliance with the access controls set forth in KRS 158.162.

8. Was each school's emergency plan reviewed following the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

 Each school's emergency plan was reviewed by school council, principal, and first responders during the summer before school started.

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

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

 Each principal discussed the emergency plan with all staff on opening day prior to the first day with students.

10. During the first 30 instructional days of the <u>current</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

All schools conducted the four required drills during the first 30 instructional days of the school year.

11. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Last school year, each school conducted the four required drills during the month of January 2022.

12. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Each school has conducted the required monthly fire drills in the previous 12 months.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: The Superintendent Gap Assurance - Russell County School District

2022-23 Phase Three: The Superintendent Gap Assurance

Russell County
Michael Ford
404 South Main St
Jamestown, Kentucky, 42629
United States of America

2022-23 Phase Three: The Superintendent Gap Assurance - 2022-23 Phase Three: The Superintendent Gap Assurance - Russell County School District - Generated on 12/20/2022

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2022-23 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**

2022-23 Phase Three: Comprehensive District Improvement Plan -
Russell County School District

2022-23 Phase Three: Comprehensive District Improvement Plan

Russell County
Michael Ford
404 South Main St
Jamestown, Kentucky, 42629
United States of America

2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: Comprehensive District Improvement Plan -

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2022-23 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. 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 District Improvement Plan Template.
b. Upload your completed Comprehensive District 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.

KDE revised the required goals from the 2021-2022 school year. For 2022-2023, objectives for Goals 1(state assessment results in reading and math), 2 (state assessment results in science, social studies and writing), 3 (achievement gap), 5 (quality of school climate and safety), 6 (postsecondary readiness) and 7 (graduation rate) reflect a 2% increase for each year and a 6% growth over a three year time frame while Goal 4 (English Learner Progress) reflects a .5 level increase each year based on guidance given by KDE.

Strategies are based on the Key Core Work Processes as before which allows for a systematic approach to address processes, practices and conditions. Across the goals, activities chosen to deploy the strategies are solid.

The student achievement in gap groups were especially evident from periods of interrupted learning with quarantines, positive COVID cases and the continuation of virtual learning. However, these deficits are being addressed with increased intervention staff, rigorous instruction and differentiation and focus on deploying grade level standards with high quality instructional resources (HQIR) and high-yield instructional strategies. Areas of concern for schools have been specifically prioritized with a plan to implement and examine for impact.

Refer to the Comprehensive District Improvement Plan Template attached below.

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Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by the Needs Assessment for Districts.

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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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.

Requirements for Building an Improvement Plan

There are seven (7) required district goals:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety

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- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 kde comprehensive improvement plan for russell county school district - 2022-2023	kde comprehensive improvement plan for russell county school district - 2022-2023	•

Comprehensive District Improvement Plan (CDIP) for Russell County Schools

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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 Districts, 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.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:

    o State Assessment Results in reading and mathematics

    o State Assessment Results in science, social studies and writing

    o Achievement Gap

    o English Learner Progress

    o Quality of School Climate and Safety

    o Postsecondary Readiness

    o Graduation Rate

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts 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 Districts. 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.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Students of Russell County Schools will increase proficiency in reading and math. Students scoring proficient/distinguished at the **elementary** will reach 61% in reading and 53% in math, **middle school** students will reach 51% in reading and 50% in math, and **high school** students will reach 49% in reading and 49% in math by May 2025 as measured by the state assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase reading and math proficiency in grades 3-10 by a minimum of 2% as evidenced by the May 2023 state assessment. More specifically, increase proficiency at the elementary in reading from 55% to 57%; middle school from 45% to 47%; and high school from 43% to 45%. Increase proficiency in math at the elementary from 47% to 49%; middle from 44% to 46%; and high school from 43% to 45%.	**KCWP 1 & 2:** Curriculum/Instruction Monitoring systems are in place to ensure curriculum is taught at a high level of fidelity and Tier I instruction/assessments meet the intent of the standards	• Ensure curricular alignment reviews are an ongoing action of the PLC planning process • Ensure professional learning of best practice/high yield instructional strategies aid in curricular adjustments when students fail to meet mastery • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students • Ensure congruency is present between standards, learning targets and assessment measures	PLC/PDSA notes summarize the implementation of grade-level standards, high quality instruction and assessment with support systems	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss congruency, strategies, student mastery of standards and next steps Title I and Title II instructional coaches serve as a resource for professional learning, lesson support, data analysis and implementation of instructional strategies	**ESSER:** (High Quality Instructional Resources) - $745,161.62 Title I Part A $64,777 Title II $65,660
	KCWP 3: Design and Deliver Assessment Literacy Assessment data is utilized for the benefit of student learning	• Create formative and summative assessments that are aligned to standards • Use assessments to help students assess and adjust their own learning	PLC/PDSA notes summarize how assessments inform teacher's instructional decisions and effective feedback offered to students	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results and next steps to take for student learning	No Funding
	KCWP 4: Review, Analyze and Apply Data Utilize an established system for examining and interpreting data	• Ensure that formative, summative and universal screener assessment results are used appropriately to determine tiered intervention needs • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	PLC/PDSA notes summarize a tracking system to monitor mastery of standards for each student, as well as,	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results, next steps to take for	**ESSER:** MAP - $36,981.00 Title I: easyCBM - $6,936

Goal 1 (State your reading and math goal.): **Students of Russell County Schools will increase proficiency in reading and math. Students scoring proficient/distinguished at the elementary will reach 61% in reading and 53% in math, middle school students will reach 51% in reading and 50% in math, and high school students will reach 49% in reading and 49% in math by May 2025 as measured by the state assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(e.g., formative, summative and universal screeners) in order to determine priorities for individual student success	• Establish communication protocols for parents/guardians regarding placement and progress monitoring checks	social emotional learning and behavior assessments to guide instructional planning, student grouping, student goal setting, etc.	student learning and communications with parents/guardians	
	KCWP 5: Design, Align and Deliver Support Resources are aligned to needs in order to make all systems work together for continuous improvement and success	• Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts • Develop school supports, both academic and behavioral, to promote and support learning for all • Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning and student grouping, etc.	Documentation of RtI, ESS After School/Daytime Waiver, summer school, additional staffing with teachers, interventionists and assistants, Family Resource Youth Services Center and mental health specialists regarding student services	Student success measures will be evaluated by district/school administration, teachers, and support staff each semester or, as needed. These results are communicated with parents/guardians/other stakeholders, as appropriate Professional learning focused on achievement for all students (GREAT Instruction – John O'Connor, Teacher Induction Cadre, KDE/professional organization trainings) and flex professional development to meet specific professional growth needs of teachers is provided throughout the year	**ESS:** After School - $22,848 Daytime Waiver - $51,816 High School Summer School - $8,400 **ESSER:** After School – $326,359 (Includes fringes) Elementary & Middle Summer School - $145,842 (Includes fringes) **Title I:** Interventionists - $80,796 **Title II:** Staffing - $117,760 (includes fringes) **Title I:** PD - $8,748 **Title II:** PD - $800 **ESSER:** PD - $19,000

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): Russell County Schools will increase proficiency in science at the **elementary** to 38%; at the **middle school** to 31%; and the **high school** to 20%. Social studies proficiency will increase at the **elementary** to 54%; at the **middle school** to 42%; and the **high school** to 46%. Writing proficiency will increase at the **elementary** to 49%; at the **middle school** to 37%; and the **high school** to 56% by May 2025 as measured by the state assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the proficiency in science at the **elementary** to 34%; at the **middle school** to 27%; and the **high school** to 16%. Social studies proficiency will increase at the **elementary** to 50%; at the **middle school** to 38%; and the **high school** to 42%. Writing proficiency will increase at the **elementary** to 45%; at the **middle school** to 33%; and the **high school** to 52% by May 2025 as measured by the state assessment.	**KCWP 1 & 2:** Curriculum/Instruction Monitoring systems are in place to ensure curriculum is taught at a high level of fidelity and Tier I instruction/assessments met the intent of the standards	• Ensure curricular alignment reviews are an ongoing action of the PLC planning process • Ensure professional learning of best practice/high yield instructional strategies aid in curricular adjustments when students fail to meet mastery • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students • Ensure congruency is present between standards, learning targets and assessment measures	PLC/PDSA notes summarize the implementation of grade-level standards, high quality instruction and assessment with support systems	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss congruency, strategies, student mastery of standards and next steps	**ESSER:** (High Quality Instructional Resources) - $96,375.90
	KCWP 3: Design and Deliver Assessment Literacy Assessment data is utilized for the benefit of student learning	• Create formative and summative assessments that are aligned to standards • Use assessments to help students assess and adjust their own learning	PLC/PDSA notes summarize how assessments inform teacher's instructional decisions and effective feedback offered to students	School administration, teachers, instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results (formative including on-demand scrimmages, summative, universal screener, as applicable) and next steps to take for student learning	No Funding
	KCWP 4 : Review, Analyze and Apply Data Utilize an established system for examining and interpreting data (e.g., formative, summative and	• Ensure that formative, summative and universal screener assessment results (as applicable) are used appropriately to determine intervention needs	PLC/PDSA notes summarize a tracking system to monitor mastery of standards for each student, as well as,	School administration, teachers, instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results	**ESSER:** MAP - $36,981.00

Goal 2 (State your science, social studies, and writing goal.): Russell County Schools will increase proficiency in science at the **elementary** to 38%; at the **middle school** to 31%; and the **high school** to 20%. Social studies proficiency will increase at the **elementary** to 54%; at the **middle school** to 42%; and the **high school** to 46%. Writing proficiency will increase at the **elementary** to 49%; at the **middle school** to 37%; and the high school to 56% by May 2025 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	universal screener) in order to determine priorities for individual student success		social emotional learning and behavior assessments to guide instructional planning, student grouping, student goal setting, etc.	and next steps to take for student learning	

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase the proficiency of students identified in reported GAP Groups of all accountable areas by 2% as measured by the state assessment in May 2023.**	**KCWP 1 & 2:** Curriculum/Instruction **Monitoring systems are in place to ensure curriculum is taught at a high level of fidelity and Tier I instruction/assessments met the intent of the standards** **Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs**	• Ensure curricular alignment reviews are an ongoing action of the PLC planning process • Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified • Ensure professional learning of best practice/high yield instructional strategies aid in curricular adjustments when students fail to meet mastery • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students • Ensure congruency is present between standards, learning targets and assessment measures • Ensure that effective communication guides instructional planning, student grouping, etc.	PLC/PDSA notes summarize the implementation of grade-level standards, high quality instruction and assessment with support systems including progress monitoring	School administration, teachers, instructional coach participate in PLCs bi-weekly, at minimum, to discuss congruency, instructional strategies, student mastery of standards and any needed curricular adjustments Title I and Title II instructional coaches serve as a resource for professional learning, lesson support, data analysis and implementation of instructional strategies	**ESSER:** (High Quality Instructional Resources) - $841,537.52 Title I Part A $64,777 Title II $65,660
	KCWP 3: Design and Deliver Assessment Literacy **Assessment data is utilized for the benefit of student learning**	• Create formative and summative assessments that are aligned to standards • Use assessments to help students assess and adjust their own learning	PLC/PDSA notes summarize how assessments inform teacher's instructional decisions and effective feedback offered to students	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results of students in reported gap groups and next steps to take for student learning	No Funding
	KCWP 4: Review, Analyze and Apply Data Utilize an established system for examining and	• Ensure that formative, summative and universal screener assessment results are used appropriately to determine tiered intervention needs	PLC/PDSA/RtI team meeting notes summarize a tracking system to	School administration, general education teachers, RtI teachers and instructional coach	**ESSER:** MAP - $36,981.00

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	interpreting data (e.g., formative, summative and universal screeners) in order to determine priorities for individual student success	• Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations • Establish communication protocols for parents/guardians regarding placement and progress monitoring checks • Create and monitor a *Watch List* (name and claim) for students performing below proficiency	monitor standards mastery for each student, as well as, social emotional learning and behavior assessments to guide instructional planning, student grouping, student goal setting, progress monitoring, etc.	participate in PLCs bi-weekly, at minimum, to discuss assessment results and progress monitoring checks (Classworks, STAR, Reading Plus, Lexia), next steps to take for student learning and communications with parents/guardians	ESSER: Classworks - $47,565 Renaissance - $16,167.40 Reading Plus/Lexia - $38,498.50 Title I: easyCBM - $6,936
	KCWP 5: Design, Align and Deliver Support Resources are aligned to needs in order to make all systems work together for continuous improvement and success	• Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts • Develop school supports, both academic and behavioral, to promote and support learning for all • Ensure that effective communication regarding assessments and students performance are shared with appropriate stakeholders to guide instructional planning and student grouping, etc.	Documentation of RtI, ESS After School/Daytime Waiver, summer school, additional staffing with teachers, interventionists and assistants, Family Resource Youth Services Center and mental health specialists regarding student services	Student success measures will be evaluated by district/school administration, teachers, and support staff each semester or, as needed. These results are communicated with parents/guardians/other stakeholders, as appropriate Special education consultant meets with exceptional education teachers monthly (weekly at TSI school) to monitor goals and assist with instructional strategies and progress monitoring	ESS: After School - $22,848 Daytime Waiver - $51,816 High School Summer School - $8,400 ESSER: After School — $326,359 (Includes fringes) Elementary & Middle Summer School - $145,842 (Includes fringes) Interventionists/Primary Assistants - $655,400 (includes fringes) IDEA B: Special Education Consultant - $55,372

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Professional learning focused on achievement for all students (GREAT Instruction – John O'Connor) and flex professional development to meet specific professional growth needs of teachers is provided throughout the year	Title I: PD - $8,748 Title II: PD - $800 ESSER: PD - $19,000

4: English Learner Progress

Goal 4 (State your English learner goal.): All English Learner (EL) students in Russell County Schools will increase 1.5 levels by May 2025 as measured by ACCESS.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 All EL students in Russell County Schools will increase .5 level by May 2023 as measured by ACCESS.	**KCWP 1 & 2:** Curriculum/Instruction Implementation of evidence-based curriculum/program and effective high-yield strategies to ensure the intent of learning	• Ensure that curricular delivery and assessment measures provide for all pertinent information needs of EL students • Ensure instructional modifications are made based upon feedback gained from formative assessments (Assessments for Learning) • Develop assignments and activities to inform what comes next for individual/groups of students	Monitoring measures are in place regarding placement and student progress of listening, speaking, reading, and writing with support systems	EL Director, school administrator and EL teachers/assistants will participate in PLCs to discuss student progress monthly to determine next steps	Title I Part A (.5 FTE certified EL teacher including fringes) $32,015 Title III (.5 FTE salary for EL instructional assistant including fringes) $ 11,479
	KCWP 4: Review, Analyze and Apply Data Systems are in place school/district wide for teachers to monitor students' progress and allow for students to know their own progression of learning	• Ensure formative and summative assessments (WIDA, ACCESS, universal screener, etc.) are used appropriately to determine student needs • Enact communication protocols for parents/ guardians regarding placement and progress in support systems • Create intentional opportunities for students to receive and offer effective feedback during learning	Data charts include formative and summative data, PLC notes and student voice opportunities indicate instructional changes or priorities based on data and Program Services Plan (PSP)	District Assessment Coordinator, Director of Federal Programs and EL teachers/assistants will ensure appropriate assessments are administered, feedback is offered and received and the resulting data drives instructional implementation for student improvement in monthly PLCs	State Funded (WIDA/ACCESS)
	KCWP 5: Design, Align and Deliver Support Resources are aligned to needs in order to make all systems work together for continuous improvement and success	• Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts • Develop school supports to promote and support learning • Ensure that effective communication regarding assessments and student performance are	Documentation of RtI, ESS After School/Daytime Waiver, summer school, additional staffing with teachers, assistants, Family Resource	Student success measures will be evaluated by district/school administration, teachers including EL, EL coordinator and support staff each semester or, as needed	ESS: After School - $22,848 Daytime Waiver - $51,816 High School Summer School - $8,400

Goal 4 (State your English learner goal.): All English Learner (EL) students in Russell County Schools will increase 1.5 levels by May 2025 as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		shared with appropriate stakeholders to guide instructional planning and student grouping, etc.	Youth Services Center and mental health specialists regarding student services		ESSER: After School — $326,359 (includes fringes) Elementary & Middle Summer Schools - $145,842 (includes fringes)

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Russell County Schools will increase the Quality of School Climate and Safety (QSCS) Indicator at the **elementary schools** to 83.6; at the **middle school** to 71.5; and the **high school** to 65.6 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 the elementary from 77.6 to 79.6; at the middle school from 65.5 to 67.5; and the high school from 59.6 to 61.6 by May 2023 as measured by the state survey.	**KCWP 5:** Support Processes Resources are aligned to needs in order to make all systems work together for continuous improvement and success	• Processes are in place to ensure behavioral and academic interventions are taking place and monitored to meet the needs of all students • Enact communication protocols for parents/guardians/stakeholders	School-wide behavioral support system that aligns with Code of Conduct and protocol for monitoring/documenting academic interventions Parent conferences, informational meetings with stakeholders to promote a culture of learning	Positive Behavioral Interventions and Support (PBIS) and RtI teams discuss systems data, plan for any needed adjustments and communications with parents/guardians/ quarterly	No Funding
	KCWP 6: Learning Culture and Environment The District promotes core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders and evaluates existing character-building experiences to ensure an all-encompassing culture of character Promote shared leadership opportunities among all shareholders to elevate a positive and supportive	• Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted • Ensure the district-wide initiative to build character development and character education practices are effectively implemented and monitored • Enable students/teachers to develop leadership capacities within schools and the district	Students learn about and engage in social emotional learning with Sanford Harmony, Second Steps and Sources of Strength New teachers are trained to implement and assist in sustaining BOUNCE (Building Resilient Children and Families) initiative	School and district personnel monitor and adjust the implementation of SEL programs at each school during semester meetings Follow-up consultation occurs with BOUNCE trainer and staff is debriefed accordingly	No Funding

Goal 5 (State your climate and safety goal.): Russell County Schools will increase the Quality of School Climate and Safety (QSCS) Indicator at the **elementary schools** to 83.6; at the **middle school** to 71.5; and the **high school** to 65.6 by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	culture for learning to best communicate with and support families in order to address barriers to learning	• Ensure that all available resources are deployed to assist students in need, for example FRYSC, DPP, and Cabinet for Family and Children	District/school administration, teachers, and support staff collaborate with Family Resource Youth Services Center staff to identify students and families for targeted intervention services	Family Resource Youth Services Center staff document prevention services daily and coordinate events for grandparents, literacy, Pre K, Backpack Program, parent/student drug prevention, SEL, dental/ medical services and Project Graduation throughout the year	FRYSC: FRYSC Grant - $29,500 LCADD - $800 Community Backpack Fund - $20,000 Malt Beverage Grant - $500
			School Resource Officers (SROs) located at each school, along with Chief SRO, routinely meet with students, teachers, staff, and school and district administrators	SROs meet yearly with city/county police to coordinate school campus, safety checks. Safety protocols are monitored by SROs/school administration. School/district administrators meet monthly and teachers/staff are debriefed accordingly	Fund I: SRO - $24,024.37 Fund II: SRO - $102,408 Safe Schools: SRO - $57,070 Title IV Part A: SRO - $45,000
			Parent Conferences, informational meetings with stakeholders to promote a culture of learning	Parent/family engagement events create opportunities for increased parent/ community involvement to ensure schools create and nurture a fair and caring learning community for all students to have academic success	Title I Part A: $14,063.29

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): Russell County Schools will increase Postsecondary Readiness from 93.7% to 99.7% by May 2025 as measured by criteria set forth by the Kentucky Department of Education.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Russell County Schools will increase Postsecondary from 93.7% to 95.7% by May 2023 as measured by the criteria set forth by the Kentucky Department of Education.	**KCWP 1 & 2:** Curriculum/Instruction Programs are implemented to ensure Tier I instruction and assessments meet postsecondary readiness	• Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery for postsecondary readiness	Lesson plan evidence of Mastery Prep ACT practice bell ringers embedded into core classes as a spiral review and targeted instruction based on universal screener data	Admin team, teachers and instructional coach will participate in bi-weekly PLCs to monitor bell ringer implementation and universal screener results projecting number of students meeting ACT benchmark and plan for next steps Mastery Prep representative will conduct an ACT Boot Camp for all juniors in March	SEEK: Mastery Prep - $10,680
		• Ensure that students understand the success criteria within each postsecondary pathway Co-op and apprenticeship opportunities are organized and documented to increase	Completed Individual Learning Plan (ILP) with insight about career pathway	High School and ATC administration, Career Support Specialist, College Career Readiness Counselor, and teachers will hold a yearly event for 8th grade students to prepare them to enter high school and gain insight about various career pathways available for pursuing	Apprenticeship Building America (ABA) Grant: Career Support Specialist - $48,029

Goal 6 (State your postsecondary goal.): **Russell County Schools will increase Postsecondary Readiness from 93.7% to 99.7% by May 2025 as measured by criteria set forth by the Kentucky Department of Education.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			the number of students passing end-of-program assessments and college/career readiness	College Career Readiness Counselor and dual credit teachers offer opportunities online and in-person from multiple institutions with follow up from postsecondary schools throughout the school year The Superintendent, Transportation Director, ATC Principal and Staff, Local business owner/operators, DoSE, employment specialist working with students with disabilities, YSC, Instructional Supervisor and Career Support Specialist will meet quarterly to arrange and revise opportunities for employment (Tech Ready Apprentices for Career in Kentucky [TRACK], Skilled Trade Track Apprenticeship Programs)	Fund I: Employment Specialist - $22,052 Youth Services Center: Career Fair: $2,000
	KCWP 4: Data Review System is in place for staff to monitor students' progress	• Increase collaboration in data analysis and student progress towards postsecondary readiness, including identification of students in need of intervention supports	Summary of the Career Technical Education (CTE) End-of-Program Assessment and Work	Admin team, Career Support Specialist, College Career Readiness Counselor and Career and	Perkins: $2,000 Apprenticeship Building America (ABA) Grant:

Goal 6 (State your postsecondary goal.): Russell County Schools will increase Postsecondary Readiness from 93.7% to 99.7% by May 2025 as measured by criteria set forth by the Kentucky Department of Education.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	towards postsecondary readiness		Ethics Seal meetings documenting student pass rate and readiness Data charts including industry certifications in the seven program areas offered	Technical Education teachers will meet three times a year to review and discuss current data and determine next steps	Career Support Specialist – $48,029
		• Develop a system for student monitoring of universal screener assessment data	Google tracking system and data charts from universal screener includes a readiness projection for ACT benchmarks to assess student needs and measure academic growth	Teachers, admin team and instructional coach will meet in PLCs after each of the three universal screening assessments to monitor student progress, discuss the projected proficiency report for students meeting ACT benchmarks and plan for next steps	No Funding

7: Graduation Rate

Goal 7 (State your graduation rate goal.): Russell County Schools will increase the current graduation rate of 94% to 100% as measured by criteria set forth by the Kentucky Department of Education by May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Russell County School District will increase the current graduation rate of 94% to 96% by May 2023 as measured by criteria set forth by the Kentucky Department of Education.**	**KCWP 5:** Support Processes Systems are in place to ensure appropriate academic interventions are taking place to improve the graduation rate	• Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation	Increased number of students meeting graduation requirements and completed Individualized Learning Plan (ILP) that identifies career pathway and coursework	District/school administration, counselors and teachers will participate in quarterly PLCs to discuss students in need of alternate/personalized schedules and other drop-out prevention strategies (Laker Success Academy, Credit Recovery with Odysseyware, Summer School)	IDEA B $500 ESSER: Odysseyware - $16,900 ESS: High School Summer School - $8,400
	KCWP 6: Learning Culture and Environment Processes are in place to communicate with and support parents/families in order to address barriers to graduation	• Ensure two-way communication with students/parent/guardian occurs to support a culture of learning	Documented copies of communications (school messenger, media outlets, in-person meetings, etc.) reflect informational parent involvement including sign-ins, agendas, PLP entries, parent reflection/surveys	College Career Readiness and school counselors will conduct informational meetings for students and parents/guardians about various aspects of college preparation and career opportunities twice each semester (e.g. Paying for College 101, FAFSA Prep Night, College Admissions Night)	Title I $1,996.73

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval. **Response:** Upon the release of 2021-2022 Kentucky Summative Assessment data, the district held a data analysis day for multiple academic and non-academic sources to be explored and disaggregated. Needs assessments were developed in each school with specific areas prioritized. Principals then shared results and school improvement strategies at a special called board meeting. In support of the school identified for TSI, the superintendent, school principal, director of curriculum and instruction and director of special education watched the TSI webinar conducted by KDE together. Upon conclusion, the team brainstormed and discussed the four TSI requirements to address the identified subgroup: (1) Components of turnaround leadership development and support, (2) Identification of critical resources inequities, (3) Evidence-based interventions and (4) Additional actions that address the causes of consistently underperforming subgroups of students. Leadership will work to ensure skills are developed to achieve meaningful and sustainable increases in student achievement for underperforming subgroups with specialized trainings, weekly school admin meetings to review and define the quality of Tier 2 and Tier 3 interventions and additional support from the district office. The process to review the allocation and use of resources (people, time and money) was identified and analyzed. Any resource inequities that may have contributed to underperformance were addressed with altering the master schedule, providing purposeful time for grade level instruction, as well as, explicit instruction at the student performance levels with essential standards. The areas of need revealed by the analysis of academic and non-academic data for the targeted subgroup are addressed through CSIP activities with a focus on evidence-based interventions and the monitoring of implementation with fidelity. The process used to review the learning culture related to the targeted subgroup was refined to ensure quality instruction, develop assessment practices to monitor and measure learner progress, and make sure comprehensive supports were in place. Ultimately, TSI stakeholders will carefully examine what must be done to ensure the subgroup performs at high levels in the state accountability system and that this improvement plan is captured within the CSIP. Once the TSI Comprehensive School Improvement Plan was developed, the principal shared with the district team. The school's SBDM approved the CSIP and the principal presented the plan to the local board of education at a special called board meeting for approval. The district team and SBDM will conduct monthly monitoring of strategies and activities implemented and analyze the evidence, or lack thereof, with student progress. Adjustments will be discussed and implemented accordingly.