2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09222023_10:17

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic

for Schools_09222023_10:17 - Generated on 12/18/2023

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2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

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Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• Progress Monitoring

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

Please enter your name and date below to certify.
   Susan Stringer

09/22/2023

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2023-2024 Phase One: Executive Summary for Schools

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2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

Russell County Middle School is located in Russell Springs, Kentucky. Russell Springs is a rural community and the gateway to Lake Cumberland, the third largest lake east of the Mississippi River. Russell County's total population is currently 18,156. The unemployment rate of Russell County is 5.6%, which is higher than the current 4% unemployment rate of Kentucky according to the Bureau of Labor Statistics. Many of our students live with someone other than their parents and an abundance of households do not have internet service. Additionally, transportation is another barrier for after-school academic support or extra-curricular activities for many students. Furthermore, 70.5% of our students are economically disadvantaged. We have three feeder elementary schools in our district. The student population at Russell County Middle School averages 692 students. The student demographics are: 84.7% White, 12.3% Hispanic or Latino, and 3% other. Russell County Middle School is a Title I School. Our staff consists of a principal, two assistant principals, a counselor, a library media specialist, a math intervention teacher, a practical living interventionist, twenty-four core content teachers, eight exceptional education teachers, one EL teacher, and four encore teachers. 54.6% of our teachers have a Rank I, 29.5% have a Master's (or a Rank II), and 15.9% have a Rank III (all of which are pursuing a Master's degree or Rank II). RCMS also has access to migrant and EL support staff, Family Resource/Youth Services Center, and outside mental health agencies as well as an on-campus Healthy Kids Clinic. Economically disadvantaged and students with disabilities are the gap groups of greatest concern. There is a strong focus on these students and RCMS is working diligently to meet their diverse learning needs. Reading interventions provided with a certified teacher through an ESS Daytime Waiver are available for targeted students to help close the gap. Additionally, weekly PLCs occur to continuously monitor student progress and discuss refining strategies and differentiating instruction to help all students be successful.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

- Students - Student voice is expressed through multiple school surveys, SEL lessons, one-on-one meetings with school counselors, and through mentor services with adults in the community.
- Parents - Parent voice is expressed multiple parent surveys, site-based council meetings, school board meetings, parent involvement events, and parent informational nights.

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- Educators - Teacher voice is expressed through PLC meetings, multiple surveys, site-based council meetings, school board meetings, teacher team meetings, department meetings, and PBIS meetings.
- Community - Community involvement occurs during school board meetings, school progress presentations, community surveys, and school-community events.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Mission Statement

It is the mission of Russell County Middle School to provide a nurturing, learner-centered atmosphere which bases all decisions on its students' academic and personal achievement. Vision Statement Russell County Middle School will challenge students of all abilities to achieve excellence. We will equip students for the demands and opportunities of the twenty first century by offering differentiated, effective and rigors curriculum as an entitlement to all.

Belief Statements

Students and the Learning Process - we believe:

1) Each child is unique and should have the opportunity to reach his/her full potential.

2) Students need close relationships with adults and peers; therefore, we will foster student's ability to communicate and trust others so the student's personal and academic growth can be developed.

Curriculum and Instruction - we believe:

1) There must be clear alignment among curriculum, instructional practice, and assessment.

2) Analyzing student data helps drive instruction and increases student learning.

Community - we believe:

1) Student learning is maximized when students, families, and the community are involved in the educational process.

2) Students should be contributing members of both the school and community; therefore, we will nurture a sense of community and individual responsibility for the community.

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The purpose of Russell County Middle School is to prepare all students to be High School Ready, with the purpose of becoming College and Career Ready. The master schedule reflects a balance of core classes including English language arts, math, science, and social studies as well as encore classes including health/P.E., arts and humanities, keyboarding, and band. Middle school students also have an opportunity to take Pre College Prep math and English classes as well as vocational classes at Lake Cumberland Area Technology Center. RCMS provides school-wide interventions to students in reading and math with enrichment classes built into the daily schedule. Targeted students also receive additional interventions with even more individualized instruction to meet specific needs with the assistance of a teacher provided through Title I funding and an ESS Daytime Waiver. PBIS (Positive Behavior Interventions & Supports) expectations have been established as well. RCMS administers universal screeners to all students three times per year with MAP (Measures of Academic Progress). Grade Cam and various Google tools to analyze assessment data and share in PLCs with the Plan-Do-Study-Act protocol allows for constant progress monitoring of student mastering of standards. Russell County Middle School provides opportunities for parents/guardians to remain active participants within their child's education. Examples include open house, jump-start events for transitioning grade levels, PTO meetings, and "Parent Nights" that focus on high-interest topics such as bullying, social media, college and career readiness, accelerated learning possibilities for students, literacy and ways to promote reading as well as sharing information about reducing barriers to the gap and test analysis. Parents are also invited to have access to Parent Portal through Infinite Campus to have continuous information regarding their students' academic performance and attendance. Russell County Middle School provides the following additional opportunities for creativity and involvement and to build positive relationships in support of the mission, vision and belief statements: ESS (Extended School Services), Accelerated Reader, Y-Club, 4-H Club, Academic Team, Various Athletic Teams and Reading Club.

(Revised 2022-23 school year)

Notable Achievements and Areas of Improvement

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

NOTABLE ACHIEVEMENTS: Based on Quality of School Climate and Safety survey, students at school feel safe and valued by their teachers and other adults. Math proficient/distinguished scores improved from last year by 2.4% reading P/D improved by 5%, and science P/D improved by 9.8%. RCMS will continue intentional tracking of students with progress monitoring of Reading Plus, IXL, MAP and other classroom assessment data.

Russell County Middle School students are successful outside the classroom as well as inside of the classroom. RCMS Y-Club 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

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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 football team, RCMS baseball team, and the RCMS softball team getting runner-up in the conference and all three teams having the Conference Player of the Year, RCMS girls' basketball team winning the conference title and having the Conference Player of the Year, RCMS cheerleading team winning the conference title, and many other accomplishments in other sports and activities. Many of our students participate in the marching band at the high school and recently placed 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, many 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 and Khan Mappers help meet the needs of students at their individual skill level and supports students who are lacking in grade level skills. We will continue PBIS to improve our school's culture and offer programs for students to become more college and career ready and to build character. RCMS will strive to have more involvement and communication with our stakeholders, including parents as well as community members.

Additional Information

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

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase One: School Safety Report_09272023_14:28

2023-2024 Phase One: School Safety Report

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2023-2024 Phase One: School Safety Report
School Safety Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
Yes   August 10, 2023

8. Did the 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 the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
Yes   August 14, 2023

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

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

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

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

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

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Two: The Needs Assessment for Schools_10132023_08:56

2023-2024 Phase Two: The Needs Assessment for Schools

Russell County Middle School
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Russell County Middle School

2023-24 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

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

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

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

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

Review of Previous Plan
2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?
Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 46% of students scoring proficient/distinguished in mathematics by 2025.

Objective 1

RCMS will have 46% of students scoring proficient/distinguished in reading by 2023.

Strategies and support include:

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

Objective 2

RCMS will have 40% of students scoring proficient/distinguished in math by 2023.

Strategies and support include:

Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards (KCWP2), Support: Purposeful Tier II interventions are provided in addition to the core (KCWP5), Professional Learning:

Teachers receive differentiated professional learning to meet individual needs (KCWP4).

We had success and fully met each objective and have already met the goal set for 2025 in math. We are on target to meet the goal set for 2025 in reading, based on our progress.

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

Objective 1

RCMS will have 42% of students scoring proficient/distinguished in combined writing performance by 2023.

Objective 2

RCMS will have 25% of students scoring proficient/distinguished in science by 2023.

Objective 3

RCMS will have 39% of students scoring proficient/distinguished in social studies by 2023.

We did meet/exceed objective 2 and have already met the goal for 2025. Our science department has completed many hours of PD to gain knowledge of the new science standards and learn researched strategies for effective instruction/learning. Mosa Mack and the non-negotiable use of CRE (claim, reason, evidence) for writing has positively supported instruction and learning.

Objective 1 was not met. Although we had a gain in our on-demand scores, it is not quite enough to meet the goal we have set for 2025. We did not meet objective 3 and we had a significant decline in the percentage of P/D in Social Studies. Staff absences were up and the availability of substitute teachers was down. This resulted in personnel shifts to appropriately cover classes. Therefore, our Tier II and Tier III interventions in ELA and Social Studies were affected at various time periods throughout the year.

Achievement Gap

Objective 1

READING: Economically Disadvantaged students will increase the proficient/ distinguished reading scores to 37% and students with disabilities will be at least 22% as measured by 2023 KPREP.

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MATH: Economically Disadvantaged students will increase the proficient/ distinguished math scores to 29% and students with disabilities will be at least 20% as measured by 2023 KPREP.

RCMS met/exceeded this objective in reading and mathematics with economically disadvantaged students. The objectives in reading and mathematics with students with disabilities were not met. Mid-year RCMS put a new practice in place with Classworks. We did see some gains in our spring MAP data, but not enough to meet these objectives. However, we believe this practice will show significant increases in the current school year.

Trends
   3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
   From 2021-22 to 2022-23, KPREP assessment data shows 5% increase in proficient/ distinguished scores in reading among all students and an 2.4% increase in proficient/distinguished scores in math. The economically disadvantaged students show an 7% increase in proficient/distinguished scores in reading and a 6% increase in math. Disability students with an IEP show a 1% increase in reading and a 0.4% decrease in math. The 2021-22 KPREP scores show the percentage of students in the students with disabilities gap area is low compared to students in the non-disability category. RCMS has narrowed the gap with students that are economically advantaged, compared to prior years. The percentage of students with behavior events is up 5.7% and the number out of school suspensions down 15.5%.

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

- Forty-three percent (50%) of our students scored proficient/distinguished in reading.
- Thirty-seven percent (46%) of our students scored proficient/distinguished in math.
- Twenty-two percent (35%) of our students scored proficient/distinguished in science.
- Thirty-six percent (33%) of our students scored proficient/distinguished in social studies.
- Thirty-nine percent (35%) of our students scored proficient/distinguished in combined writing performance (47% P/D in editing/mechanics and 32% in writing on-demand)
- GAP areas
  - Economically Disadvantaged - 43% scored proficient/distinguished in reading and 39% scored proficient/distinguished in math
  - Disability - 13% scored proficient/distinguished in reading and 10% scored proficient/distinguished in math

Current Non-Academic State

- Teacher certification status:
  - 2.7% Associate's
  - 13.5% Bachelor's
  - 59.5% Master's
  - 51.4% Rank I
  - 21.6% Specialist
- Twenty-seven percent (33.2%) of our students have a behavior event.
- Seventy-five percent (73.3%) of our students are economically disadvantaged, twelve percent (13%) have disabilities, and eight percent (10%) are homeless.
- Eight-nine percent (91%) of our students feel our school is a caring place and Ninety-two percent (87%) feel our school is a safe place.

Priorities/Concerns

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5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

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

> Although we have made some positive growth in closing the achievement gap, it still remains our greatest area of weakness – particularly for students with disabilities. Fifty percent (50%) of all students scored below proficiency in reading as compared to 57% of students that are economically disadvantaged. However, 87% of students with disabilities are performing below proficiency in reading.

> Fifty-four percent (54%) of all students are below proficiency in mathematics as compared to 61% of students that are economically disadvantage. Ninety percent (90%) of students with disabilities are performing below proficiency among those students with disabilities.

> Although we made some gains in combined writing, only 65% of students are scoring below proficiency.

> Sixty-five percent (65%) of students scored below proficiency in Social Studies, which is a decline from the 2021-22 school year.

Strengths/Leverages

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

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

> Proficiency is up in Reading, Mathematics, Science, and Combined Writing. New systems of support and new instructional strategies have been implemented and will continue to be implemented in the current school year. We had both a Reading and a Mathematics RTI teacher last school year, and are fortunate to have both RTI teachers this current school year. Our greatest gain is in Science. Our teachers have been implementing new instructional strategies and using the CER format for writing in science. This has put them on the right path for improvement.

Mid-year of the 2022-23 school year, special education teachers began to use Classworks to progress monitor students with disabilities. From winter MAP to spring MAP, there were noticeable improvements and we plan to continue this process throughout the entire year.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
ATTACHMENTS

Attachment Name

📄 School Key Elements - RCMS

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

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

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

The strategies and activities we plan to implement to meet our improvement target for reading, writing, and social studies are

- Reading plus- appropriate levels & growth (MAP, goal setting)
- Include short response with bell ringers & cooldowns
- Incorporate cross curricular reading/writing activities
- Vocabulary analyzing cross-curricular (root words, affixes)

cognia

- Reteach/Retest
- Writing prompts (1 per week)
- Enrichment practice & timed tests
- Sentence starters & scaffolding with short answers and extended response
- Chunking and annotating text
- Text evidence sentence starters
- Provide weekly opportunities in each content area for reading enrichment. In weekly team meetings, each member will provide evidence to the team leader to be submitted to the administration.
- Focus on Classworks on Tuesdays
- MAP checkpoints
- Enrichment schedule rotation
- Universal screener (winter)
- KAGAN strategies

The strategies and activities we plan to implement to meet our improvement target for math and science are

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 RCMS Data Analysis		•
📄 School Key Elements - RCMS		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	KAGAN Strategies ALM Teaching Strategies O'Conner (Engagement Cycle) Observations
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	KAGAN Strategies ALM Teaching Strategies O'Conner (Engagement Cycle) Evidence Based Strategies Observations
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	PLCs, pacing guides, formative & summative assessments
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	PDSA

Key Elements of the Teaching and Learning Environment – School

KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	Pacing guide, PDSA PBIS
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	Positive rewards & recognition Teaching Strategies PBIS

RUSSELL COUNTY SCHOOLS

DATA ANALYSIS

Russell County Middle School

KSA Student Level Data Reading

1. Identify numbers and calculate percentages of Novice, Apprentice, Proficient and Distinguished for each applicable KSA Content Area/Grade Level

	NOVICE		21-22	APPRENTICE		21-22	PROFICIENT		21-22	DISTINGUISHED		21-22	P/D	21-22 P/D
	Count	%	%	Count	%	%	Count	%	%	Count	%	%	%	%
6th Grade	21	10	24	72	34	35	77	36	27	44	21	20	56	41
7th Grade	49	22	29	61	28	28	67	31	27	42	19	16	50	43
8th Grade	71	31	27	59	26	22	65	29	31	33	14	14	43	51

KSA READING 2022-2023

2. Compare 2022-2023 to 2021-2022

What are the areas of celebration for your content?

Overall, our content went from 45% P/D to 50% P/D. All grade levels had more students in proficient level compared to the apprentice level.

7th Grade: Increase in Reading scores from 43% to 49.7%, increase P/D from 43% to 50%, decrease Novice from 29% to 22%.

6th Grade: The previous 6th grade class demonstrated a 15% growth in achieving proficiency or distinction. The number of students who scored as a Novice decreased by 14% demonstrating growth.

What are the main areas of concern for your content and why?

8th Grade: The number of apprentice students was very close to the number of proficient students. That shows a large number of students who are below proficiency. Number of novice students is the largest percentage.

7th Grade: Moving the Apprentice students to Proficient because there is a huge number of students that are still Apprentice that can be moved to Proficient.

6th Grade: There was little change in the number of students who scored Apprentice from the 21-22 school year to the 22-23 school year. This is a concern because there was very little change in the percentage of students who scored an apprentice.

KSA Student Level Data Mathematics

3. Identify numbers and calculate percentages of Novice, Apprentice, Proficient and Distinguished for each applicable KSA Content Area/Grade Level

    KSA Math 2022-2023

	NOVICE		21-22	APPRENTICE		21-22	PROFICIENT		21-22	DISTINGUISHED		21-22	P/D	21-22 P/D
	Count	%	%	Count	%	%	Count	%	%	Count	%	%	%	%
6th Grade	37	17	22	67	31	35	81	38	32	29	14	11	52	43
7th Grade	49	22	30	64	29	26	76	35	32	29	13	12	48	44
8th Grade	70	31	28	69	31	27	57	25	29	29	13	16	38	45

4. Compare 2022-2023 to 2021-2022

What are the areas of celebration for your content?

6th Grade Math- Novice and apprentice decreased from 21-22 to 22-23 while proficient and distinguished percentages increased. Amount of P/D increased 9%- this is a huge improvement (especially with the challenging year with shifting of teachers).

7th Grade Math- We increased our P/D by 4% and our Novice decreased by 8%. Although Apprentice increased 3%, this was likely from moving students out of Novice. We feel that the increase of P/D students is a particular area of celebration as there is usually a negative discrepancy moving from 6th to 7th statewide.

8th Grade Math- Apprentice scores increased by 4%, indicating novice scoring students (focus area) moved.

What are the main areas of concern for your content and why?

6th Grade Math- Students are introduced to two new domains from 5th grade to 6th grade. I think the transition from elementary to middle school is a difficult challenge for all students, not just math related. The lack of computational thinking and math reasoning skills are significantly lower with this generation of students (hate to use the COVID excuse, but we are still seeing negative effects.

7th Grade Math- Although the percentage of novice students decreased it remains an area of concern. We also want to ensure that during the 23/24 school year our P/D students continue to grow/maintain.

8th Grade Math- Novice scores increased by 3%. Proficient and distinguished scores decreased by 4% and 3% respectively.

KSA Student Level Data Science

5. Identify numbers and calculate percentages of Novice, Apprentice, Proficient and Distinguished for each applicable KSA Content Area/Grade Level

	NOVICE		21-22	APPRENTICE		21-22	PROFICIENT		21-22	DISTINGUISHED		21-22	P/D	21-22 P/D
	Count	%	%	Count	%	%	Count	%	%	Count	%	%	%	%
7th Grade	35	16	27	105	49	48	67	31	23	8	3	2	34	25

KSA Science 2022-2023

6. Compare 2022-2023 to 2021-2022

What are the areas of celebration for your content?

We moved up 9.8% in P/D
25% in year 21-22, 34.8% in year 22-23
Released item comparison:
    RCMS-State
        Q1- 73%-57%
        Q2- 45%-38%
        Q3-27.80%-25.9%
        Q4-48.30%-46%
        Q5-19%-20%   Still lower but the state is also low
        Q6-54%-51%
        Q8-23%-29%
        Q9- 40.80% -didn't give state average

What are the main areas of concern for your content and why?

Writing in Science is an area of concern, but we are moving in the right direction. Students being able to put their thoughts into a CER format or another type of scientific writing while citing evidence is what our focus has been for a couple of years.

KSA Student Level Data Social Studies

7. Identify numbers and calculate percentages of Novice, Apprentice, Proficient and Distinguished for each applicable KSA Content Area/Grade Level

	NOVICE		21-22	APPRENTICE		21-22	PROFICIENT		21-22	DISTINGUISHED		21-22	P/D	21-22 P/D
	Count	%	%	Count	%	%	Count	%	%	Count	%	%	%	%
8th Grade	85	37	34	66	29	29	51	22	21	29	13	15	35	37

KSA Social Studies 2022-2023

8. Compare 2022-2023 to 2021-2022

What are the areas of celebration for your content?

There was an increase in the percentage of proficient students from 21-22 to 22-23.

What are the main areas of concern for your content and why?

There was an increase in novice scores and a decrease in distinguished scores from 21-22 to 22-23.

KSA Student Level Data On Demand

9. Identify numbers and calculate percentages of Novice, Apprentice, Proficient and Distinguished for each applicable KSA Content Area/Grade Level

KSA On Demand 2022-2023

	NOVICE		21-22 %	APPRENTICE		21-22 %	PROFICIENT		21-22 %	DISTINGUISHED		21-22 %	P/D %	21-22 P/D %
	Count	%		Count	%		Count	%		Count	%			
8th Grade	53	24	23	99	44	47	61	27	27	11	5	3	34	30

10. Compare 2022-2023 to 2021-2022

What are the areas of celebration for your content?

Overall, the percent of P/D increased by 4%

What are the main areas of concern for your content and why?

Moving students from apprentice to proficient.

KSA Student Level Data Editing and Mechanics

11. Identify numbers and calculate percentages of Novice, Apprentice, Proficient and Distinguished for each applicable KSA Content Area/Grade Level

	NOVICE		21-22 %	APPRENTICE		21-22 %	PROFICIENT		21-22 %	DISTINGUISHED		21-22 %	P/D %	21-22 P/D %
	Count	%		Count	%		Count	%		Count	%			
8th Grade	39	18	29	69	32	29	80	37	32	28	13	10	50	42

KSA Editing and Mechanics 2022-2023

12. Compare 2022-2023 to 2021-2022

What are the areas of celebration for your content?

The percent of P/D increased by 8%.

What are the main areas of concern for your content and why?

Moving students from Novice/Apprentice to Proficient.

ACTION ITEMS

13. Examine current fall MAP scores, analyze correlations to KSA data and make predictions for the current school year to address needs presently
    a. Enter KSA and MAP data for individual students on the Google Sheet
        i. [Grizzlies](#)
        ii. [Wolverines](#)
        iii. [Falcons](#)
        iv. [Nighthawks](#)
        v. [Mambas](#)
        vi. [Cobras](#)

8th Grade: (Mambas & Cobras)

ELA: There is progress being made, but there is still a lot of work to be done. Students scored lower on the MAP test than their KSA scores from the previous year. The Winter MAP test will be a good indicator of if the students will meet or exceed scores from last year. We will use data to inform our practice.

Math: Mambas- When comparing current MAP data and 22-23 KSA data, novice and apprentice scores increased by 13 students. Average proficient and distinguished scores decreased 10.3%. Ten more students scored an apprentice on MAP testing than on KSA last year. Students are completing unit assessments on Edulastic where questions are similar to the KSA test.

Cobras- The current (fall) MAP scores are reflective of 22-23 KSA scores. Currently our team has 9 extra students in the fall than was scored in the spring, and this shows in the increase of novice students by 7. A positive growth is apprentice by 1 student and more positively proficient by 4. Our focus this year needs to be on the apprentice group, currently 8 students are within 3 points of proficient on the fall MAP test.

Social Studies: Cobras - According to our cut scores for the SS benchmark, (which was made up) our P/D is 8.8% points lower than the closest content area (Reading). The main issue is that the amount of novice scores are noticeably higher, while the proficiency scores are noticeably lower. After reading the

performance descriptors I notice that students who just want to satisfy the question will only get as high as an apprentice.

Mambas - When comparing the 2023 Fall SS benchmark scores to last year's KSA Reading scores, the Mambas scored significantly lower on the SS benchmark. The SS had more novice students (SS-41, R- 24), less proficient (SS-25, R-35), and less distinguished (SS-10, R-24). This year, we will be focusing on constructing written responses (short answer and extended response) using multiple sources to develop claims and provide exhaustive evidence from the sources to support their reasoning.

7th Grade: (Falcons & Nighthawks)

ELA: Falcons Map score P/D 50% and KSA P/D is 53.2% Nighthawks Map Score P/D 61% and KSA P/D 63%

Math: Falcons- Overall, the Falcon team is on track comparing MAP data with last year's KSA scores. Fall MAP scores are right at 3% higher in the P/D category compared to their KSA scores from last year. The number of Novice students is higher by 3 students and apprentice students are the same. My goal for the Falcons team is to lower the number of Novices with each MAP test and continue to increase the number of proficient and distinguished students.

Nighthawks- In comparing current MAP data to '22-'23 KSA data, scores are generally consistent within a couple points of each other. The overall novice is exactly the same at 15, although there are 10 more current scores than the number of KSA scores. So, KSA novice is 15% while MAP novice is at 14%. MAP apprentice scores are 2 more than KSA apprentice but 1% lower than KSA. Map P/D scores are at 60% while KSA P/D scores are at 59%.

Science: We compared our previous year fall map scores with this year's map scores and we feel as if we should see similar results this year with the KSA. Last year Falcon Map scores were at 207.5 average and this year they are at 209.28. Last year the Nighthawks were at 211.87 and this year the fall map scores are 211.31.

6th Grade: (Grizzlies & Wolverines)

ELA: Current needs for both teams are overcoming the summer slide and drop from distinguished to proficient. For the Grizzlies, the concern and goal is to increase the current 6th grade scores from 53% scoring P/D to match and then exceed that of the previous year's KSA of 56%. For the Wolverines, it would be to move students from Apprentice to Proficient. We believe that it is critical to "name and claim" students who are on the verge of proficiency within 10 points to be able to support them in meeting proficiency status.

Math: <u>Wolverines</u> - When comparing KSA and MAP levels of proficient/distinguished achievement, students scored significantly better on the BOY MAP test (13.2% increase). My biggest concern is the motivation and level of effort given when taking the KSA. Students are rewarded for MAP testing growth and scores but have a lower level of accountability for the KSA scores.

<u>Grizzlies-</u> MAP Scores are higher in Math compared to Reading BOY assessment. However, just like with the Wolverines, we noticed a gain from their performance on the KSA and BOY MAP test (7.4% increase on MAP). This should be a decrease since students are tested on new domains and after a summer off. Agreeing with the other team, I feel like the accountability factor is a huge difference with the KSA and MAP scores.

14. **Locate key points of descriptors-** highlight key points in your grade and content level descriptor from the link below.

KSA Performance Level Descriptors (PLDs)

- [6th grade](#)
- [7th grade](#)
- [8th grade](#)

6th Grade:

ELA: Key Points: making logical conclusions, citing textual evidence, paraphrasing to support analysis, understand the theme or central ideas of the text and provide objective summary, determine the meaning of words and phrases

in context, including figurative language, connotative meanings, and the provide a thorough comparison of how different texts present a similar topic. In trying to move students from Apprentice to Proficient and Distinguished, we will note if the student is attempting, often accomplishing, or consistently accomplishing.

Math: 6th Grade Math NEEDS*- We are already implementing more "KSA-like" testing sessions with Edulastic assessments. We are also working on designing and using stations to help with differentiation (both are embedded in our Professional Growth Plan). We are also working on developing other activities that are standards-based and diving into the book lessons making sure each lesson we teach is from the standards. We have also been focusing on a plethora of KAGAN strategies to use to implement partner and team work.

7th Grade:
ELA: Proficient: The student generally supports the analysis of texts by citing more than one piece of textual evidence
Apprentice: The student aims to support the analysis of texts by citing at least one piece of textual evidence
Proficient: The student usually demonstrates the ability to determine the themes and central ideas
Apprentice: The student sometimes demonstrates the ability to determine the themes.
Proficient: The student often determines the meanings of words and phrases in context
Apprentice: The student usually determines the meanings of words and phrases in context.

Math: 7th Grade Key Points- 7th Grade math teachers have implemented Kagan strategies in all classes to help students explain their approaches to table groups. Some strategies include the engagement cycle in which students explain their approaches to mathematical tasks. We both have our rooms arranged into groups/tables based on Fall MAP scores. Our curriculum allows the students to flexibly choose among methods and strategies to solve mathematical problems. The curriculum also allows students to make connections through multiple representations throughout the units.

8th Grade:

ELA: <u>READING</u>:

- reads closely to comprehend and analyze different texts across a variety of literary and informational genres;
- cites textual evidence to develop their analysis of texts;
- determines themes and central ideas in texts and analyzes the development and interactions of different elements and ideas;
- adept at analyzing how form, structure and word choice contribute to meaning and how authors develop perspective and purpose in text(s);
- determines the meanings of words and phrases in context, including figurative, connotative and technical meanings;
- compares approaches an author takes on similar themes and topics and determines how techniques produce different effects that impact the audience.

<u>EDITING and MECHANICS</u>:

- demonstrates control over the conventions of Standard English as well as appropriate use of word choice, syntax, and punctuation for written expression and to achieve intended effects;
- determines and clarifies the meaning of words and phrases across interdisciplinary literacy, including figurative language, denotations, and connotations.

<u>ON-DEMAND</u>:

- composes an argumentative piece using resources to support claims and provide valid reasoning and relevant evidence;
- demonstrates clarity and coherence by providing clear and coherent claims and addressing all demands of the prompt;
- supports claims with logical reasons and relevant evidence, providing logical explanations of evidence and ideas and reasoning that clearly links evidence to support claims;
- accurately and effectively uses a minimum of two provided sources to support claims and effectively cites evidence by quoting and/or paraphrasing details, examples, and ideas;

- includes a clear structure to develop the argument, including logically organized claims, counterclaims, evidence, and reasoning; effective transitions; and a logical conclusion;
- demonstrates use of language and conventions by creating a formal tone or voice, effectively using appropriate word choice and conventions of Standard English with minor errors that do not interfere with understanding of the writing.

Math: 8th Grade Key Points: Both teachers are using the engagement cycle that allows students to think individually, share their ideas with a partner, and make adjustments to their answers/responses. Our curriculum provides students the opportunity to constantly review/build on prior knowledge and skills from previous units.

Social Studies: We need to be teaching short answer and extended response questions where students provide as many supports for their answer as there are sources to look from. Students should provide at least 3-4 separate reasons why their answer is correct and make sure they connect their sources as much as possible. They also need to identify counterclaims whenever they appear and describe the limitations they pose.

15. **List research based engagement strategies (KAGAN, ALM, Engagement Cycle, GREAT Instruction, Engagement Cube, etc.) to address key points in proficient and distinguished categories.**

	Content	Strategies
6th Grade	Math	KAGAN table seating arrangements (mixed ability groups), KAGAN collaboration strategies (Rally Coach, Quiz Quiz Trade, etc.), twice weekly small group instruction (math stations) with differentiated lessons, Engagement Cycle embedded in Open Up Resources curriculum.
	Reading	Think(Write), Pair, Share; Rally Coach; Round Robin; Engagement Cycle - student revision based on peer discussion; Venn Diagrams; Frayer Models; Student Choice; Teacher Modeled Examples; Graphic Organizers
7th Grade	Math	KAGAN table seating arrangements (seated based on recent MAP scores), KAGAN collaboration strategies (Round Robins, Quiz Quiz Trade, Rally Coach). The Engagement Cycle is built into OUR curriculum as well as KAGAN strategies.
	Reading	Rally Robin, Rally Coach, Continuous Round Table, Think/Pair/Share, Gallery Walk
	Science	Kagan, engagement cycle, Mosa Mack, CER
8th Grade	Math	Engagement cycle, Kagan Strategies (roundtable, round robin), Kagan seating arrangements
	Reading	Kagan strategies / engagement cycle / focused name and claim early in the school year
	Editing/ Mechanics	Supplemental help in the keyboarding class
	On Demand	Focus on ARGUMENTATIVE throughout the entire year, giving students more instruction/practice on what they are tested on at the end of the year
	Social Studies	KAGAN- Rally Robin with face/shoulder partners, Round Robin with teams, Engagement cycle new information, See, think, wonder, Cloze reading strategies, MOSH organizer, model appropriate responses

16. Use the [released item summary](#) for your grade and content area to complete the chart.

	Content	Lowest % Correct	Objective	Item Type
6th Grade	Math	33%	6.EE.5 (Inequalities) –Using inequalities to find best solution	Multiple Choice (which BEST describes)
	Reading	40% (Q8)	RI.6.8 – "Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims." All questions where students were asked to provide evidence to support a claim scored low.	MC
7th Grade	Math	Math	30%	KY.7.G.4.b (Given Circumference, find radius)
	Reading	33%	Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.	MC
	Science	19% 23%	06-LS2-2 construct an explanation that predicts patterns among organisms MS-ETS1-1 criteria and constraint of a design problem	MC MC
8th Grade	Math	26.7%	Functions (KY.8.F.2)	Short Answer
	Reading	47.20%	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	MC
	Editing/ Mechanics	30.30%	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of	MS

			strategies and resources (print and electronic) to identify and correct spelling errors.	
	On Demand	38%	b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.	ER
	Social Studies	31%	Geography- 8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877. Worth 4 points only two ER questions. Realistically not doing well on the extended response won't have a huge impact overall for test scores.	ER

17. Open the Released Items link to find and reflect on the question you chose in the previous chart. Discuss reasons students may have missed the question and brainstorm ideas moving forward.

	Content	Notes from Discussion
6th Grade	Math	Students are having to choose which statement best describes the inequality (we rarely give these types of questions but it will be something we start implementing), which involves reading comprehension as well as analyzing the multiple answers to find the one that best fits the inequality situation. Mrs. Skaggs and I both agree we have not taught inequalities in this manner so we need to go farther into the standard this year instead of just graphing. We need to work on using answer choices to work backwards on word problems (KSA LOVES Word problems) to make the problem easier and more manageable.
	Reading	The phrasing of the question with the "unsupported" claim most likely confused a lot of students. Moving forward, we will expose students to more questions phrased after this manner.
7th Grade	Math	Students had to interpret the language of the word problem into a math problem. There was no picture given and it was multi-step. Students had to interpret the circumference and radius. The formulas were given in a different section from the question. Moving forward, we will have to provide more practice requiring drawing pictures of circles and interpreting various representations of parts of circles. This could be worked into our daily quick quads.
	Reading	Students struggle to go back and look at the text and see how it is used in content. Practice going back and looking at text, used the strategy annotation/marking the text
	Science	Need to emphasize the relationship that benefits both organisms. They could justify other answers but are not a benefit for both. Vocabulary-Criteria and constraints.
8th Grade	Math	The question uses "rate of change" instead of "slope." Students must know how to determine the rate of change from multiple representations of functions. The question involved multiple steps. We plan to add a similar short answer question to our functions unit test. Students will also complete the IXLs where rate of change is found from multiple representations of functions.
	Reading	In the past, the argumentative unit was placed at the end of the school year, right before the KSA test. Furthermore, students were geared more towards the WRITING of an argument as opposed to the READING of someone else's argument. This year and moving forward, the focus for 8th grade in writing will be all argumentative, allowing for more practice with the READING of arguments as well.

	Editing/ Mechanics	In a perfect world, editing and mechanics would be taught alongside writing instruction and not in isolation. However, when students are tested in EM standards, that is typically what happens - they are asked questions in isolation that relate to correct written mistakes. We know we need more practice in this area and Mrs. Leslie McGowan in keyboarding will help pick up the slack. However, as of today (10/09/2023), nothing has been solidified as far as a plan is concerned.
	On Demand	In the past, the argumentative unit was placed at the end of the school year, right before the KSA test and they only had one practice writing prompt. This year and moving forward, the focus for 8th grade in writing will be all argumentative, allowing for more practice with argumentation, including the use of COUNTERCLAIMS and rebuttals.
	Social Studies	The question is 8th grade content. **Sources are a political cartoon. Map of railroad. Chart of Chinese & Irish employees. Quotes from Chinese workers. Interview with Native American. Population chart.** Question is how the Trans. Railroad affects the way people interact w/the environment. It mentions compelling Q. how technology changes affect people. Students need to answer in multiple ways. Buffalo population, human population. Harm done to native americans. Treatment of Chinese and Irish workers. Exemplar states multiple perspectives and multiple positive and negative impacts. I could see students only choosing one side and focusing on that alone even if they give multiple sources for that one side they will still only get half the points.

NEXT STEPS

- If you named and claimed students last year, check KSA scores to see the claimed students' achievement. Reflect on positive or negative movement. Claim students for the current year, if you have not already done so.
- Check last year's class rosters to compare your individual student expectations on KSA to actual KSA scores reported. Reflect on who met expectations and reasons why others did not.

*Teachers have named and claimed students for 2023-24.

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2023-2024 Phase Two: School Assurances

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Russell County Middle School

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Russell County Middle School

2023-24 Phase Two: School Assurances
Introduction

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

Federal Programs

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

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ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**

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o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

Title I Schoolwide Programs

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A
COMMENTS

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

● **Yes**
○ No
○ N/A

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COMMENTS

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

● **Yes**
o No
o N/A

COMMENTS

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

● **Yes**
o No
o N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

- **Yes**

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o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

Schools Identified for Targeted Support and Improvement
31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

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developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Three: Comprehensive School Improvement Plan_11012023_09:22

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

Requirements for Building an Improvement Plan
The required goals for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

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

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

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● b. Upload your completed template in the attachment area directly below.

ATTACHMENTS

Attachment Name

📄 Classworks Study

📄 myPerspectives ESSA Rating

📄 myPerspectives Study

📄 Narrative - Classworks

📄 Narrative - Open Up Resources

📄 Narrative for myPerspectives

📄 Narrative for Reading Plus

📄 RCMS CSIP

📄 Reading Plus Study

Summarize the plan of action developed through your goal setting process.

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

See attached document - RCMS Comprehensive School Improvement Plan.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Classworks Study		•
📄 myPerspectives ESSA Rating		•
📄 myPerspectives Study		•
📄 Narrative - Classworks		•
📄 Narrative - Open Up Resources		•
📄 Narrative for myPerspectives		•
📄 Narrative for Reading Plus		•
📄 RCMS CSIP		•
📄 Reading Plus Study		•

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Despite the positive growth we have achieved in narrowing the achievement gap, it continues to be our biggest area of weakness, especially for students with disabilities. In the field of reading, 50% of all students scored below proficiency, while 57% of economically disadvantaged students fell below that mark. However, 87% of students with disabilities are performing below proficiency in reading.

In mathematics, 54% of all students are below proficiency, compared to 61% of economically disadvantaged students. Among students with disabilities, 90% are performing below proficiency.

While we have made some progress in combined writing, 65% of students are scoring below proficiency. Additionally, there has been a decline in Social Studies performance, with 65% of students scoring below proficiency, compared to data from the 2021-22 school year.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

To ensure that we design and deploy the Kentucky Academic Standards effectively and deliver high-quality instruction, RCMS commits to the following strategies. We will incorporate KAGAN and ALM strategies into our daily practice, including short response and extended response items during bell ringers and cool downs. Additionally, we will integrate reading and writing activities across different subjects, using sentence starters and scaffolding techniques for both short answers and extended responses. In the field of science, MOSA MACK will serve as an additional instructional tool.

In order to ensure assessment literacy, RCMS will undertake the following measures. Teachers will provide enrichment practice, administer timed tests, utilize IXL/Khan Mappers, and conduct MAP checkpoints. Furthermore, teachers will review, analyze, and apply data results to guide their instructional practices.

RCMS teachers will design, align, and deliver support by implementing reteaching and retesting strategies, utilizing Classworks during RISE for students with disabilities, conducting universal screeners, and implementing an enrichment schedule rotation. To foster a positive learning environment, RCMS will offer student mentorships, create name and claim lists for additional support, and encourage students to self-monitor their progress (both academically and socially).

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	66.7	4
State Assessment Results in science, social studies and writing	56.4	3.1
English Learner Progress		
Quality of School Climate and Safety	65.9	0.4
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

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

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 50% of students scoring proficient/distinguished in mathematics by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 RCMS will have 51% of students scoring proficient/distinguished in reading by 2024.	Instruction: Students are provided instructional courses to meet the rigorous demands of Content Area Standards. KCWP1 Russell County Middle School supports opportunities for the alignment of the curriculum with regular scheduled meetings to review standards, student friendly learning targets, and common assessment measures. Students are given the opportunity to unpack the standards through best practice/high yield instructional strategies. Formative and summative assessments will be used to measure the mastery of standards and assessment data will guide student learning. KCWP2 Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction.	The master schedule is built to include a one-hour course of English Language Arts class for every student in each grade. Each student also has another one-hour course called RISE time (enrichment and intervention time). During RISE time students get small group instruction with at least two days each week focusing on reading.	Master Schedule Pacing Guides Walkthroughs Department meeting notes and summaries.	Principals and District Curriculum Coach will review pacing/curriculum guides to ensure all standards are being addressed. Principals will complete walkthroughs quarterly to observe delivery of standards, use of student-friendly learning targets, and the evidence of appropriate pacing for each course.	No Funding
		Pre-College prep ELA classes are offered to students at the middle school level to offer more personalized learning opportunities to prepare them for College and Career Readiness.	Student Scores in IC MAP Data	Teachers will enter a minimum of two scores per course each week. Principals and teachers will monitor students' grades every three weeks. Principals and teachers will analyze MAP data three times per year.	No Funding
		Non-Traditional Instruction (NTI) through Google Classroom and Google Meet provides quality, standards-based instruction that allows for a continuation of learning on days when school virtual due to inclement weather or illness.	Student/Teacher participation Student scores in Google Classroom	Teachers will be live during the normal times for each class period and will monitor student participation. Principals, Director of Pupil Personnel, and Director of Federal Programs will monitor daily participation.	No Funding

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 50% of students scoring proficient/distinguished in mathematics by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence- based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	Reading Plus/Lexia is offered to all students to build reading comprehension capacity and vocabulary to develop reading stamina and incite the motivation to read outside the program.	Reading Plus/Lexia Reports	Principals, Teachers, & Library Media Specialist on a weekly basis.	ESSER $11,080.00 ESSER $3,050.00
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention. Student results are sent home with students to keep parents informed. MAP Data	MAP Assessment: Fall, Winter, Spring Student Tracking Google Sheet	Principals, Teachers, and District Curriculum Coach will analyze MAP data three times per year. ESSER	ESSER $9,714.00
		The Accelerated Reader program will be a research-based means offered through the Library Media Center to assist students in setting and meeting their personal goals and increasing proficiency.	Accelerated Reader Reports	Library-Media Specialist will monitor progress on a weekly basis.	ESSER $2,135.89
		myPerspectives is an English language arts curriculum that values the perspective of the learner and provides learning experiences that promote higher achievement and develop skills needed for college and career readiness. This Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful	Student Scores MAP Data	Teachers will monitor students weekly (two grades per week). Principals and teachers will analyze MAP data three times per year. Principals will monitor instructional strategies via walkthroughs and observations each quarter.	

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 50% of students scoring proficient/distinguished in mathematics by 2025.				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		performance tasks (through a blend of print and technology). This program encourages social collaboration and student ownership of learning through goal setting, choice, and reflection.			
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 Russell County Middle School has developed a uniform system for knowing and analyzing student data. This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. RCMS will use a PLC protocol with effective cyclic processes for deconstruction of standards, designing of assessment measures, sharing resources and creating lessons collaboratively, and analysis of data.	Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins, Agenda Department Meeting agendas	Principals and Department Chairs will monitor the PDSA protocol on a monthly basis.	No Funding
		Teachers practice Adolescent Literacy Model (ALM) and Great Instruction, Great Achievement with John O'Conner Instructional Strategies on a daily basis and will embed explicit literacy instruction in their content. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers.	PLC Sign-ins and agendas Department meeting agendas Walkthroughs/ observations	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	No Funding
		Kagan Training: Teachers and administrators were provided with an initial 2-day training with follow-up coaching sessions throughout the school year. Kagan Structures are instructional strategies specifically designed to enhance cooperation and communication within the classroom. These strategies aim to increase students' confidence and sustain their interest in classroom interactions.	Training Sign-ins Team meeting agendas Walkthroughs/ observations.	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	District Funding

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 50% of students scoring proficient/distinguished in mathematics by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 RCMS will have 48% of students scoring proficient/distinguished in math by 2024.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP1 Russell County Middle School supports opportunities for the alignment of the curriculum with regular scheduled meetings to review standards, student friendly learning targets, and common assessment measures. Students are given the opportunity to unpack the standards through best practice/high yield instructional strategies. Formative and summative assessments will be used to measure the mastery of standards and assessment data will guide student learning. KCWP2 Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction.	The master schedule is built to include a one-hour course of Mathematics class for every student in each grade. Each student also has another one-hour course called RISE time (enrichment and intervention time). During RISE time students get small group instruction with at least two days each week focusing on mathematics.	Master Schedule Pacing Guides Walkthroughs Department meeting notes and summaries.	Principals and District Curriculum Coach will review pacing/curriculum guides to ensure all standards are being addressed. Principals will complete walkthroughs quarterly to observe delivery of standards, use of student-friendly learning targets, and the evidence of appropriate pacing for each course.	Title II $43,029.00
		Pre-College prep math classes are offered to students at the middle school level to offer more personalized learning opportunities to prepare them for College and Career Readiness.	Student Scores in IC MAP Data	Teachers will enter a minimum of two scores per course each week. Principals and teachers will monitor students' grades every three weeks. Principals and teachers will analyze MAP data three times per year.	No Funding
		Open Up Resources if a mathematics curriculum that fosters mathematical literacy for students. Throughout the curriculum, mathematical language routines (MLRs) offer detailed guidance for developing students into mathematical thinkers. This curriculum is designed to facilitate and assess students' ability to communicate mathematical thinking verbally, visually, and in writing.	Student Scores in IC MAP Data	Teachers will enter a minimum of two grades per week in IC. MAP assessment data will be analyzed by teachers and administrators three times per year.	ESSER $22,770.00

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 50% of students scoring proficient/distinguished in mathematics by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence- based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	KHAN Mappers, IXL Math, and MAP Skills are utilized as an intervention tool to build individualized skills to work towards concept mastery and/or accelerate learning.	IXL Progress Monitoring Data KHAN Mappers	Teachers monitor students' progress on ILX math during RISE time each week. Teachers monitor students' progress using KHAN Mappers on a weekly basis and administration reviews this data during department meetings monthly.	SEEK $10,463.00
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention. Student results are sent home with students to keep parents informed.	MAP Assessment: Fall, Winter, Spring Student Tracking Google Sheet	Principals, Teachers, and District Curriculum Coach will analyze MAP data three times per year.	ESSER $9,714.00
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 Russell County Middle School has developed a uniform system for knowing and analyzing student data. This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. RCMS will use a PLC protocol with effective cyclic processes for deconstruction of standards, designing of assessment measures, sharing resources and	Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins, Agenda Department Meeting agendas	Principals and Department Chairs will monitor the PDSA protocol on a monthly basis.	No Funding
		Teachers practice Adolescent Literacy Model (ALM) and Great Instruction, Great Achievement with John O'Conner Instructional Strategies on a daily basis and will embed explicit literacy instruction in their content. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers.	PLC Sign-ins and agendas Department meeting agendas Walkthroughs/ observations	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	No Funding

Goal 1 (State your reading and math goal.): Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 50% of students scoring proficient/distinguished in mathematics by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	creating lessons collaboratively, and analysis of data.	Kagan Training: Teachers and administrators were provided with an initial 2-day training with follow-up coaching sessions throughout the school year. Kagan Structures are instructional strategies specifically designed to enhance cooperation and communication within the classroom. These strategies aim to increase students' confidence and sustain their interest in classroom interactions.	Training Sign-ins Team meeting agendas Walkthroughs/ observations.	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	District Funding

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 RCMS will have 45% of students scoring proficient/distinguished in combined writing performance by 2024.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards. KCWP1 Russell County Middle School supports opportunities for the alignment of the curriculum with regular scheduled meetings to review standards, student friendly learning targets, and common assessment measures. Students are given the opportunity to unpack the standards through best practice/high yield instructional strategies. Formative and summative assessments will be used to measure the mastery of standards and assessment data will guide student learning. KCWP2 Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction.	Curriculum is focused on standards taught at a rigorous level for all three modes of discourse. Learning targets are clearly defined and high-yield instructional strategies are planned for students to establish audience and purpose, develop ideas and organize writing. Teachers co-write with students and provide good models and clear expectations with a rubric. Conferencing with students as they practice writing and discussing strengths/weaknesses whole-group are classroom practices.	Master Schedule Pacing Guides Walkthroughs Department meeting notes and summaries.	Principals and District Curriculum Coach will review pacing/curriculum guides to ensure all standards are being addressed. Principals will complete walkthroughs quarterly to observe delivery of standards, use of student-friendly learning targets, and the evidence of appropriate pacing for each course.	No Funding
		ALM strategies are implemented to increase the number of proficient writers.	Walkthroughs Department meeting notes and summaries. PLCs	Principals and District Curriculum Coach will lead PLCs and discuss/demonstrate ALM strategies and the impact they have on student learning. (two times per month) Principals will complete walkthroughs quarterly to observe delivery of standards, use of student-friendly learning targets, and the evidence of appropriate pacing for each course.	No Funding

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence- based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	Teachers score on-demand writings three times a year using the Scoring Rubric for Kentucky On-Demand Writing. Students receive specific feedback along with a score for growth and improvement.	Student Scores RCMS On-Demand Analysis Form	Teachers – three times per year	Title I $1,764.00
		Students set instructional goals. Skills are practiced and goals are monitored.	Student Goals Progress Monitoring	Teachers – progress reports every three weeks.	No Funding
		Teachers score on-demand writings three times a year using the Scoring Rubric for Kentucky On-Demand Writing. Students receive specific feedback along with a score for growth and improvement. Teachers monitor student scores as well as instructional strengths/weaknesses	Student Scores RCMS On-Demand Analysis Form Pacing Guides PLCs	Teachers will be given a day after each on-demand writing scrimmage to collaborate and train new teachers to score the writing pieces. Teachers progress monitor and give student feedback after each scoring trial.	No Funding
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 Russell County Middle School has developed a uniform system for knowing and analyzing student data. This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. RCMS will use a PLC protocol with	Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins, Agenda Department Meeting agendas	Principals and Department Chairs will monitor the PDSA protocol on a monthly basis.	No Funding
		Teachers practice Adolescent Literacy Model (ALM) and Great Instruction, Great Achievement with John O'Conner Instructional Strategies on a daily basis and will embed explicit literacy instruction in their content. The goal of implementing ALM strategies across the curriculum is to	PLC Sign-ins and agendas Department meeting agendas Walkthroughs/ observations	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	No Funding

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	effective cyclic processes for deconstruction of standards, designing of assessment measures, sharing resources and creating lessons collaboratively, and analysis of data.	increase the number of proficient readers and writers.			
		Kagan Training: Teachers and administrators were provided with an initial 2-day training with follow-up coaching sessions throughout the school year. Kagan Structures are instructional strategies specifically designed to enhance cooperation and communication within the classroom. These strategies aim to increase students' confidence and sustain their interest in classroom interactions.	Training Sign-ins

Team meeting agendas

Walkthroughs/ observations. | Principals will monitor instructional strategies via walkthroughs and observations each quarter. | District Funding |
| Objective 2
RCMS will have 36% of students scoring proficient/distinguished in science by 2024. | Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards.

KCWP1
Russell County Middle School supports opportunities for the alignment of the curriculum with regular scheduled meetings to review standards, student friendly learning targets, and common assessment measures. Students are given the opportunity to unpack the standards through best practice/high yield instructional strategies. Formative and summative assessments will be used to measure the mastery of standards and assessment data will guide student learning. | Mosa Mack Science is a science curriculum that is changing the way that science is taught in middle school. The interactive science curriculum combines online video and comic mysteries, with offline collaborative labs and engineering challenges. With a focus on student engagement, Mosa Mack challenges students to use their knowledge to solve real-world problems while exploring the Next Generation Science Standards. | Master Schedule
Pacing Guides
Walkthroughs
Department meeting notes and summaries. | Principals and District Curriculum Coach will review pacing/curriculum guides to ensure all standards are being addressed.

Principals will complete walkthroughs quarterly to observe delivery of standards, use of student-friendly learning targets, and the evidence of appropriate pacing for each course. | Title IV
$4,094.00 |
| | | Non-Traditional Instruction (NTI) provides quality, standards-based instruction that allows for a continuation of learning on days when school will be virtual. This instruction will be provided through means of | Student/Teacher participation

Student scores in Google Classroom | Teachers will be live during the normal times for each class period and will monitor student participation.
Principals, Director of Pupil Personnel, and Director of Federal | No Funding |

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP2 Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction.	google classroom and google meet or ZOOM.		Programs will monitor daily participation.	
	Support: Purposeful Tier II interventions are provided in addition to the core. KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence- based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	Gizmos are captivating online simulations of key science concepts that enhances student comprehension of challenging concepts through inquiry and exploration. Students manipulate variables, observe the virtual results and draw conclusions. CK12 lessons are also used for remediation and Mosa Mack leveled reading is used to increase reading comprehension.	Student Grades	Teachers will monitor on a weekly basis.	No Funding
		Measures of Academic Progress (MAP) benchmarking is utilized to measure student progress and growth. Essential information is available to provide either enrichment or intervention. Student results are sent home with students to keep parents informed.	MAP Assessment: Fall, Winter, Spring Student Tracking Google Sheet	Principals, Teachers, and District Curriculum Coach will analyze MAP data three times per year.	ESSER $9,714.00

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4 Russell County Middle School has developed a uniform system for knowing and analyzing student data. This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. RCMS will use a PLC protocol with effective cyclic processes for deconstruction of standards, designing of assessment measures, sharing resources and creating lessons collaboratively, and analysis of data.	Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins, Agenda Department Meeting agendas	Principals and Department Chairs will monitor the PDSA protocol on a monthly basis.	No Funding
		Teachers practice Adolescent Literacy Model (ALM) and Great Instruction, Great Achievement with John O'Conner Instructional Strategies on a daily basis and will embed explicit literacy instruction in their content. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers.	PLC Sign-ins and agendas Department meeting agendas Walkthroughs/ observations	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	No Funding
		Kagan Training: Teachers and administrators were provided with an initial 2-day training with follow-up coaching sessions throughout the school year. Kagan Structures are instructional strategies specifically designed to enhance cooperation and communication within the classroom. These strategies aim to increase students' confidence and sustain their interest in classroom interactions.	Training Sign-ins Team meeting agendas Walkthroughs/ observations.	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	District Funding
Objective 3 RCMS will have 42% of students scoring proficient/distinguished in social studies by 2024.	Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards.	Curriculum is focused on standards taught at a rigorous level. Learning targets are clearly defined and high-yield instructional strategies are planned into the universal design of	Master Schedule Pacing Guides Walkthroughs	Principals and District Curriculum Coach will review pacing/curriculum guides to ensure all standards are being addressed.	No Funding

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP1 Russell County Middle School supports opportunities for the alignment of the curriculum with regular scheduled meetings to review standards, student friendly learning targets, and common assessment measures. Students are given the opportunity to unpack the standards through best practice/high yield instructional strategies. Formative and summative assessments will be used to measure the mastery of standards and assessment data will guide student learning. KCWP2 Russell County Middle School will ensure our instructional program is intentional and of the highest quality. Our Tier I instruction is evidence-based core instruction, proven to be highly effective and culturally responsive and provided for all students. The curriculum will be implemented with fidelity, which is essential for academic and behavioral instruction.	learning. Assessment results guide next steps for filling in student gaps	Department meeting notes and summaries.	Principals will complete walkthroughs quarterly to observe delivery of standards, use of student-friendly learning targets, and the evidence of appropriate pacing for each course.	
		Non-Traditional Instruction (NTI) provides quality, standards-based instruction that allows for a continuation of learning on days when school will be virtual. This instruction will be provided through means of google classroom and google meet or ZOOM.	Student/Teacher participation Student scores in Google Classroom	Teachers will be live during the normal times for each class period and will monitor student participation. Principals, Director of Pupil Personnel, and Director of Federal Programs will monitor daily participation.	No Funding
	Support: Purposeful Tier II interventions are provided in addition to the core.	A KPREP American Book Company social studies benchmark is administered to students in the fall, winter and spring.	Student Scores	Teachers will provide feedback to students and data will be presented to administration (3 times per year).	No Funding
	KCWP5 Russell County Middle School has developed a comprehensive model,	Differentiated instruction and bell ringers from frequently missed	Pacing Guides Walkthroughs	Principals will complete walkthroughs quarterly to monitor the delivery of standards, students	No Funding

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	embedded with evidence- based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	standards-based assessment questions provide interventions for students		friendly learning targets, and the appropriate pacing.	
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs.

KCWP4
Russell County Middle School has developed a uniform system for knowing and analyzing student data. This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. RCMS will use a PLC protocol with effective cyclic processes for deconstruction of standards, designing of assessment measures, sharing resources and creating lessons collaboratively, and analysis of data. | Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning. | PLC Sign-ins, Agenda

Department Meeting agendas | Principals and Department Chairs will monitor the PDSA protocol on a monthly basis. | No Funding |
| | | Teachers practice Adolescent Literacy Model (ALM) and Great Instruction, Great Achievement with John O'Conner Instructional Strategies on a daily basis and will embed explicit literacy instruction in their content. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers. | PLC Sign-ins and agendas

Department meeting agendas

Walkthroughs/ observations | Principals will monitor instructional strategies via walkthroughs and observations each quarter. | No Funding |
| | | Kagan Training: Teachers and administrators were provided with an initial 2-day training with follow-up coaching sessions throughout the | Training Sign-ins

Team meeting agendas | Principals will monitor instructional strategies via walkthroughs and observations each quarter. | District Funding |

Goal 2 (State your science, social studies, and writing goal.): Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		school year. Kagan Structures are instructional strategies specifically designed to enhance cooperation and communication within the classroom. These strategies aim to increase students' confidence and sustain their interest in classroom interactions.	Walkthroughs/ observations.		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 READING: Economically Disadvantaged students will increase the proficient/distinguished reading scores to 46%. Students with disabilities will reduce novice by 10% and increase proficient/distinguished 3% as measured by 2024 KPREP.

MATH: Economically Disadvantaged students will increase the proficient/distinguished math scores to 29%. Students with disabilities will reduce novice by 10% and increase proficient/distinguished 3% as measured by 2024 KPREP. | Instruction: Targeted students are named and claimed at their independent ability level will receive specialized instruction through Classworks.

KCWP1 Russell County Middle School supports opportunities for the alignment of the curriculum with regular scheduled meetings to review standards, student friendly learning targets, and common assessment measures. Students are given the opportunity to unpack the standards through best practice/high yield instructional strategies. Formative and summative assessments will be used to measure the mastery of standards and assessment data will guide student learning | Targeted students in GAP groups receive specially designed reading instruction in addition to the core funded through ESS and ESSER funds. Interventions are scheduled with a certified teacher and include Classworks for progress monitoring. IEP goals of students with disabilities are also progressed monitored with Classworks. In addition, the Student Summary Instructional Report and Skills Report from Reading Plus/Lexia are also utilized. | Progress Monitoring IC Intervention Tabs Classworks. Student Summary Instructional and Skills Reports | Interventionist Teachers monitor through Classworks on a weekly basis and analyze the MAP assessments accordingly.

Special Education teachers progress monitor on a weekly basis and run reports every other week. Every Tuesday, our Special Education Consultant and District Curriculum Coach review the folders and then identify areas that do not show growth. Supports are implemented in those areas to foster growth and achievement. | ESS Daytime Waiver $12,603.00 ESSER $60,060.00 ESSER $9,120.52 |
| | | Collaborative English Language Arts and math classrooms include a special education teacher collaborating with the general education teacher where accommodations are provided according to the IEPs to assist students to reach success. | Master Schedule MAP Data Classworks Reading Plus/Lexia IXL | Principals & Teachers
• Classworks – weekly
• MAP – 3 times per year
• Reading Plus/Lexia and IXL Math weekly | ESSER $14,096.00 $9,714.00 |

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	collaboratively, and analysis of data. KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence-based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.				
	Professional Learning: Teachers receive differentiated professional learning to meet individual needs. KCWP4	Professional Learning Communities continue to utilize the PDSA protocol to continuously monitor student data and adjust instruction/strategies to best meet the needs of all students at their individual level of learning.	PLC Sign-ins, Agenda Department Meeting agendas	Principals and Department Chairs will monitor the PDSA protocol on a monthly basis.	No Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Russell County Middle School has developed a uniform system for knowing and analyzing student data. This system will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Teachers practice Adolescent Literacy Model (ALM) and Great Instruction, Great Achievement with John O'Conner Instructional Strategies on a daily basis and will embed explicit literacy instruction in their content. The goal of implementing ALM strategies across the curriculum is to increase the number of proficient readers and writers.	PLC Sign-ins and agendas Department meeting agendas Walkthroughs/ observations	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	No Funding
	RCMS will use a PLC protocol with effective cyclic processes for deconstruction of standards, designing of assessment measures, sharing resources and creating lessons collaboratively, and analysis of data.	Kagan Training: Teachers and administrators were provided with an initial 2-day training with follow-up coaching sessions throughout the school year. Kagan Structures are instructional strategies specifically designed to enhance cooperation and communication within the classroom. These strategies aim to increase students' confidence and sustain their interest in classroom interactions.	Training Sign-ins Team meeting agendas Walkthroughs/ observations.	Principals will monitor instructional strategies via walkthroughs and observations each quarter.	District Funds
	Support: The schoolwide gap initiative will address any academic or non-academic factors that impact student achievement, such as social, emotional and health needs, as well as school safety and discipline strategies. KCWP6	Family Medical Center Services are available to all students. Options include: a free dental screening with a dental assessment, cleaning, fluoride and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on school campus with parent permission.	Family Medical Center Services Consent Forms	Principal, FRYSC, Cumberland Family Medical Staff, School Nurse	No Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Russell County Middle School will establish a positive learning culture and a safe environment by eliminating by ensuring students' individual needs are met. Anti-bullying policies are in place with clear guidelines on how violations are addressed. A school-wide initiative ensures support for students to feel safe and encourage positive behavior. Student conferencing occurs on a regular basis to support a culture of learning, set behavior goals, and monitor progress toward those goals.	The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to eliminate barriers to academic success.	Student Services Documentation Records	Principal, FRYSC, Teachers	No Funding
		Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources, including summer school and support needed to implement the Program Services Plan. Furthermore, PD information will be provided to principals and teachers. An EL Paraprofessional has been added to support students academically.	Implementation of Program Services Plans	EL/Migrant Instructor, District EL/Migrant Contact, Director of Federal Programs	Title I $6,926.50
		School representation will attend the Kentucky for Society for Technology in Education (KySTE) conference to learn how to infuse technology into education and make it an integral part of learning.	Sign-ins Agenda Certificates of Completion	Principal, Teachers, Library Media Specialist, Director of PD	Title IV $640.00
		A School Resource Officer will provide a safe, learning environment for students, faculty and staff.	Decreased discipline referrals Positive Surveys on Safety	Principals, School Resource Officer, Director of Pupil Personnel	General Fund Grant
		Offer/Provide Additional Professional Learning (not limited to...) *(SRCL) Coaching Cadre/CTL Provider *Lexia *Special Education	Sign-ins Agendas Certificates of Completion	Principals, Teachers, Instructional Coach, Director of Federal Programs and PD, DOSE	Title I $17,211.60

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Conference *Continuous School Improvement/AdvancED Summit *Scott Trimble/Kentucky Association for Assessment Coordinators *Kentucky Association of School Councils *Non Traditional Instruction PLCs			
		An instructional coach is designated at the district level to support curriculum and instruction and to help teachers plan and employ academic strategies including the Adolescent Literacy Model.	Sign-ins PLCs Agendas	Principal, Director of PD & SRCL Point of Contact, Instructional Coach, Literacy Specialist	Title I $17,211.60
		Stakeholder meetings are held with parents and the community to share information about the school. Specific data about the gap and proficiency are shared. Feedback from parents and community stakeholders regarding reducing barriers are received and discussed as avenues for improvement.	Sign-ins Agendas Feedback	Principal, Instructional Coach, Counselor, Teachers, Stakeholders	No Funding
		After School tutoring opportunities are provided for students. Opportunities are also available in the summer through our summer school program.	Student Sign-ins	Principal, ESS District Coordinator, ESS/21st Century School Coordinators & Teachers	ESS $5,251.00 $101.00 $6,301.00 Title I $5,879.00
		Positive Behavior Intervention Supports (PBIS) is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes school-wide expectations and common areas rules to result in	Practice Procedure Schedules PBIS Guidelines Office Discipline Referrals	Principal, Teachers, Students, Stakeholders	No Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and shared with all stakeholders. IC and Check-in/Checkout is used for monitoring.			
		Social and emotional learning (SEL) lessons are implemented by our Practical Living Interventionist Teacher. The benefits of social and emotional learning (SEL) are well-researched, with evidence demonstrating that an education that promotes SEL yields positive results for students, adults, and school communities.	Student work, class discussions	Student Survey twice per year.	No Funding
		Throughout the school year Russell County Middle School will host several guest speakers to address safety, SEL, the dangers of drugs, vapes, and alcohol, social media, and character building. Speakers include Kentucky State Police, Steered Straight, Forest Quinllen, Roger's Explorers, Kevin Shearer (county attorney), local youth ministers, and our School Resource Officers.	Whole group discussion.	Student Survey twice per year.	No Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): All EL students at Russell County Middle School will increase 1.5 levels by May 2025 as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All EL students at Russell County Middle School will increase .5 level by May 2024 as measured by ACCESS	Provide services of support in students' natural language as well as in the English language. KCWP5 Russell County Middle School has developed a comprehensive model, embedded with evidence-based programs, to monitor and evaluate effectiveness and foster improvement. RCMS will use the data to improve work processes to support student learning. These programs and resources are aligned to needs in order to make all systems work together for continuous improvement and success. Students will be monitored regularly to ensure our continuous improvement model monitors what works best.	Migrant and EL staff will act as a liaison between the school and home by interpreting/translating information/meetings to promote family involvement in school activities and collaborate with the classroom teacher and parents to analyze assessment data, set goals, provide resources, including summer school and support needed to implement the Program Services Plan. This staff will support students academically.	Implementation of Program Services Plans	EL/Migrant Instructor, District EL/Migrant Contact, Director of Federal Programs	Title I $6,926.50

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Russell County Middle School will increase the Quality of School Climate and Safety (QSCS) Indicator to 71.5 by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the QSCS indicator at RCMS from 65.9 to 68.7 by May 2024 as measured by the state survey.	Use all available resources to support students physical and mental well-being.	A School Resource Officer will provide a safe, learning environment for students, faculty and staff.	Decreased discipline referrals Positive Surveys on Safety	Principals, School Resource Officer, Director of Pupil Personnel	General Fund Grant
	KCWP6 Russell County Middle School will establish a positive learning culture and a safe environment by eliminating by ensuring students' individual needs are met. Anti-bullying policies are in place with clear guidelines on how violations are addressed. A school-wide initiative ensures support for students to feel safe and encourage positive behavior. Student conferencing occurs on a regular basis to support a culture of learning, set behavior goals, and monitor progress toward those goals.	Positive Behavior Intervention Supports (PBIS) is a proactive approach to improve student behavior to serve as a means to improve climate and culture. It includes school-wide expectations and common areas rules to result in fewer office discipline referrals and suspensions allowing more time for teachers to have students in class and engage them in instruction. PBIS has been implemented and shared with all stakeholders. IC and Check-in/Checkout is used for monitoring.	Practice Procedure Schedules PBIS Guidelines Office Discipline Referrals	Principal, Teachers, Students, Stakeholders	No Funding
		Family Medical Center Services are available to all students. Options include: a free dental screening with a dental assessment, cleaning, fluoride and a follow-up letter indicating dental concerns, an opportunity for a flu shot and other medical services including physicals and sick-child visits on school campus with parent permission.	Family Medical Center Services Consent Forms	Principal, FRYSC, Cumberland Family Medical Staff, School Nurse	No Funding

Goal 5 (State your climate and safety goal.): Russell County Middle School will increase the Quality of School Climate and Safety (QSCS) Indicator to 71.5 by May 2025 as measured by the state survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to eliminate barriers to academic success.	Student Services Documentation Records	Principal, FRYSC, Teachers	YSC Funding

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:

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

Response:

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

- Kagan Training Seminar
- National Institute for School Leadership
- Kentucky Association for Assessment Coordinators - Scott Trimble Workshop
- Kentucky Continuous Improvement Summit
- Autism 1.0 Training
- PASS Training

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

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

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

After reviewing the key core work processes with the data from the 2022-23 school year, the following updates were made:

- RCMS updated the master schedule allow equity among student teams (two teams per grade) to foster a culture of community and closeness among students and teachers.
- Special education students are in grade level rigorous core content courses with extra support from another certified teacher and/or an instructional assistant.
- Two special education teachers are assigned to classes during RISE time (enrichment period) so that subgroups receive explicit instruction and have additional support to ensure students meet their individual goals.
- Classworks is used during the explicit instruction to monitor student progress and growth.

Resource inequities that were identified and possibly contributing to underperformance and how RCMS plans to address them:

- Student engagement: All teachers completed a 2-day Kagan training to learn and practice engagement strategies for instruction. A specified group of teachers have been added to a Kagan coaching session to further improve engagement strategies in the classroom. A Kagan coach will observe classroom instruction and offer support.
- RCMS needed a defined time to pull students for tier 3 interventions: This happens during RISE on a daily basis and/or one to two times per week with an RTI interventionist.
- RCMS needed a stronger tracking system for individual students' skill set: Classworks is being implemented and used as this tracking system. Students are pulled during RISE and complete lessons on Classworks. The special education teacher does individual instruction during these lessons (which are tailored to each student's needs). Once per week, teachers do progress monitoring and adjust students' individualized instruction.
- Administration, District Curriculum Coach, and Special Education Consultant will work with Special Education teachers with implementation of co-teaching strategies in the regular education classroom.

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

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

Response:

We do not believe the learning culture is a factor when looking at the causes of our underperformance due to the following data results:
- KSA data for our special education population, quality of school climate, was the one of the highest of all subgroups.

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

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

Evidenced-based practices:
- Classworks and progress monitoring provides students with an avenue for goal setting.
- What Works Clearinghouse approved curriculum - ESSA Evidence Level 1
  - Clear learning goals are established through student friendly learning targets

- o Explicit teaching/modeling and good questioning is part of the daily instruction within the core classes
- o Additional discussion and feedback occur during RISE time
- Specific feedback is provided using data from Reading Plus, Khan, Math IXL, and MAP
- Community and relationship building through SEL lessons, reward systems, check-in/check-out behavior system and small group instruction

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

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

TSI/ATSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Classworks	SEG Measurement (2019). A Review of the Classworks Regional Efficacy Study. New Hope, PA	☒
MyPerspectives	Pearson (2017). myPerspectives, Evidence of Effectiveness. New York, NY	☒
Reading Plus	Buie, Dale (2014). Program Evaluation of Reading Plus: Study of the Impact on Reading Achievement at the School Level In Moore County Schools (Under the direction of Dr. James McDowelle) Department of Educational Leadership. Greenville, NC	☒
Open-up Resources	Illustrative Mathematics (2019), Open Up Resources Mathematics Grades 6-8.	☐
		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process Response:

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

CSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐