2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09302024_14:59

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Russell County High School
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2024-2025 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 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)

- Progress Monitoring

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

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Shanna Tarter 09/26/24

2024-2025 Phase One: School Safety Report_09302024_15:08

2024-2025 Phase One: School Safety Report

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2024-2025 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)?

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

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase One: Executive Summary for Schools_09302024_15:04

2024-2025 Phase One: Executive Summary for Schools

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2024-2025 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 High school is located in Russell County Kentucky in the south central part of the state. Russell County has a population of approximately 17,000 made up of predominately white race/ethnic background. Russell County High School is the only school in the district/county and serves grades 9-12. The school currently serves approximately 880 students. There is significant unemployment rate in the community which has an impact on our school. Many of the students that attend Russell County High School come from homes with families living below the poverty line. Over the last ten years, the local community has seen much economic decline and this has changed the needs of our student population.

School Stakeholders

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

During open house activities, parents encourage to actively participate in both SBDM and the PTO organization. Improvement plan is discussed during Fall SBDM meetings with regular meetings scheduled to fit parent schedules. Other stakeholders may include our local board of education members consisting of our superintendent and five elected representatives, parents, and community members. Although, our local board does not approve our school's improvement plan, it does receive the opportunity to make suggestions and/or ask questions of the school's administration when our Improvement Plan components are presented at the school's annual board meeting.

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.

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

Russell County High School exemplifies its commitment to its vision in a variety of ways. At the forefront of everything, is ability to grow and learn and gladly take on the task of working to personalize learning to meet the needs of each child. Most recently our focus is to meet students and their point of need wherever that may be. For many of our students it's personalizing their learning so that they can take advantage of the man dual credit offerings we currently have for our students. For some of our students it is the provision of the Laker Success Academy, which provides alternate scheduling options for students that have life issues or barriers that prevent them from succeeding in the traditional classroom. For others it is the commitment to offering many different career and technical courses both in house and at the local area technology center to help them acquire the skills necessary to be successful after graduation. In short, Russell County High School has dismissed the mindset that a "one-size fits all" model for education. We are committed to being innovative and working to meet every child's educational needs.

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.

Russell County High School has a history of success in all aspects of the school. Whether it be in the area of academics, athletics, or extra-curricular activities, the school has collected many accolades over the years. With transition in the overall accountability, several measures used were different than in recent years and therefore made comparisons difficult. However, the overall novice reduction for ALL students is a notable improvement for our school. Our novice reduction for students with disabilities continues to be a primary concern. There are several reasons to celebrate both academically and non-academically. Highlights from the school year include: the graduation and transition readiness scores are well above the state average and maintain a consistent priority and celebration for RCHS. We celebrate school spirit for outstanding achievements in all areas of our school. The Laker athletic program had success in several areas including district wins and regional contenders. The Lady Laker Volleyball team was the District runner-up and proceeded onto the regional tournament. The Laker Boys golf team had a regional winner while the Lady Laker golf team had two qualifiers for state. The bowling and bass fishing teams both had state qualifiers. Our softball and baseball teams were both district winners and competed in the regional tournament at Western Kentucky University. Also our swim team, track team, and boys tennis team were district winners and/or regional runner up. Our NJROTC cadets completed 1644 hours of Community Service and 5 cadets completed NJRTOC Leadership Academy. We also had a GSA student for Drama and a second round applicant for GSA art. The Russell County Band won Grand Champion in two competitions last year as well as 2nd place in the KMEA State Finals. Several students were selected to the All-District Honors Band eight students made it to All-State Tryouts. These are but a few highlights from the Russell County High School Lakers.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: School Assurances_10212024_14:35

2024-2025 Phase Two: School Assurances

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2024-2025 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**
- o No
- o 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**
- o No
- o 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

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

7. The school provides parents of participating children in a targeted assistance program, 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**
- No
- 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**
- No
- 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**
- No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, 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**
- No
- 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**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. In 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**
- No
- N/A

COMMENTS

16. In 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**
- No
- N/A

COMMENTS

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

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

COMMENTS

18. In 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 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 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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

Title I Targeted Assistance School Programs

23. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

24. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

25. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

26. In 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.

o Yes
o No
● **N/A**

COMMENTS

27. In 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.

o Yes
o No
● **N/A**

COMMENTS

28. In 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.

o Yes
o No
● **N/A**

COMMENTS

29. In 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.

o Yes
o No
● **N/A**

COMMENTS

30. In 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.

o Yes
o No
● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes
o No
● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes
o No
● **N/A**

COMMENTS

33. If identified in the previous year 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_10222024_11:27

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 Phase Two: The Needs Assessment for Schools 3

Attachment Summary 8

2024-2025 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 they will address 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 as you conducted 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 were documented.

Initially when the data was released to the school level, school leadership analyzed results for the school. Then, upon school level release, the school leadership met with PLC groups and provided teachers with an overview of all areas of accountability information and reporting status. The district used a built-in planning day for teachers to analyze data and developed an overall school plan and provide strategies for improvement. The teams identified strengths and weaknesses in each department and devised specific targets to develop strategies both within the departments and the school as a whole. The process involved teachers, leadership staff, administration, counselors, both guidance and college and career to implement the school-wide strategies for improvement. Teachers, staff, and admin will meet monthly to monitor progress and improvement details.

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?

During the 2023-24 school year, several significant changes occurred one being the benefit of "Flex Friday's". Teachers could re-teach material taught during the week and individualize instruction for students needing tier 1 RTI. An instructional coach was also hired for the high school to focus on non-tenured teachers, curriculum mapping, MAP analysis and PLC data and progress. An RTI teacher was also hired to target struggling students and help individualize instruction for students.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

When analyzing trends over the last several years, one trend continually needs improving. The trend data shows that students with disabilities continue to be our largest area of needed improvement. Students in the disability subgroup are consistently scoring below similar same age peers both in the district and state. The trend is consistent in all tested areas of accountability across the board. However, looking at non-academic indicators, the gap between free and reduced students and non free and reduced the gap has closed significantly. With this trend, students and teachers are spending more time in the classroom. According to the INPACT survey in 2023, teachers conveyed the concern of loss of instructional time and the time students spent out of class. The trend over the last 4 years has consistently improved with tenured leadership and the amount of time both students and teachers spend outside the classroom.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the

state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Teacher Attendance: Teacher attendance has remained relatively constant for the last two years. Attendance for RCHS teachers shows an improvement since COVID years. For 2023-24 teacher attendance remained relative strong. Disciplinary referrals have also remained constant over the last four years.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

A large percentage of gap students scored below proficiency in reading and math scores as opposed to 46% of non gap students in reading and 57% of non gap students in math. Areas of concern for RCHS continue to be the academic performance among our students identified in our gap groups. The specific gap group populations that RCHS identified as areas of concern are as follows: Students with disabilities in reading and math and overall novice reduction for all students. The focus for 24-25 is to reduce novice by 6% in reading and increase P/D for students with disabilities.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

As a school, RCHS has many areas that could be considered strengths, but there are two areas that consistently exhibit growth and maintain well above the state average. One area is graduation rate. RCHS has a graduation rate of 94.8%, while the state is 92.2%. The other is post-secondary readiness. RCHS has a score of 105.3. There are several reasons for these high achievements one being the Laker Success Academy. The academy is designed to individualize instruction to students who are at risk of dropping out of high school. The flexible hours and on-line classes are tailored to individual needs. The other important factor is our college and career readiness counselor. She uses every opportunity to help students become work ready by allowing them access to businesses, colleges, and many other sources.

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 Processes
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 2024-2025

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

After analyzing the Key Elements of teaching and learning at RCHS, the school will focus its resources and efforts on Key Core Work Process #1 through consistent and intentional PLCs, as well as progress monitoring through MAP and IXL. We will also focus on KCWP #2 by implementing evidence-based strategies, such a HQIR and Kagan strategies.

Attachment Summary

Attachment Name	Description	Associated Item(s)
School Key Elements 2024-2025		• 7
School Key Elements 2024-25		•

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?	No	Curriculum maps Standard alignment
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	Lesson objectives MAP scores KAGAN strategies/implementation/training
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	Common assessments Collaboration MAP
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?	No	Classworks PLCs Summative assessments MAP data

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?	No	Formative assessments Mastery Prep MAP
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?	No	Sources of Strength Monthly awarenesses

2024-2025 Phase Three: Comprehensive School Improvement Plan_11132024_09:23

2024-2025 Phase Three: Comprehensive School Improvement Plan

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2024-2025 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 how well the school is accomplishing their action steps. 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 (CSIP) Template.

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

ATTACHMENTS

Attachment Name

2024-2025 CSIP

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 attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
2024-2025 CSIP	RCHS 2024-25 CSIP	•

Updated June 2023

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.

Areas of concern for RCHS continue to be the academic performance among our students identified in our gap groups. The specific gap group populations that RCHS identified as areas of concern are as follows: Students with disabilities in reading and math and overall novice reduction for all students. The focus for 24-25 is to reduce novice by 3% in reading and increase P/D for students with disabilities in Reading and Math.

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.

KCWP 3 & 4
Student assessment data is analyzed to construct quality instruction for struggling students and assess validity to align with rigorous standards across the curriculum.
KCWP 4 & 5
Teachers use systematic, concise data to align curricular needs and academic interventions at high levels.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green (65.2)	Maintain
State Assessment Results in science, social studies and writing	Green (66.7)	Sig. Increase
English Learner Progress		
Quality of School Climate and Safety	Green (63.1)	Increase
Postsecondary Readiness (high schools and districts only)	Blue (104.9)	Increase
Graduation Rate (high schools and districts only)	Green (94.8)	Maintain

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Russell County High School will increase the number of students scoring proficient/distinguished in reading from 54% to 60% and in math from 44% to 49% as measured by KSA scores by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell County High School will work to increase reading proficiency from 54% to 60% in order to maintain our indicator status. We will work to increase math proficiency from 44% to 49% as measured by the state assessment by Spring 2025.	KCWP 1 & 2 Monitoring systems are in place to ensure curriculum is taught at a high level of fidelity and the quality instruction/assessments meet the intent of standards	Ensure PLCs are used to work on clear learning objectives and implementing a formative assessment system to track and monitor student classroom academic performance.	Evidence from PLC sign-in sheets/agenda and collective data ensures high quality measures of success.	Weekly PLC's conducted with teachers, admin, and instructional coaches to analyze, monitor and discuss next steps of instruction.	No Funding
		Ensure planning time is used to collaboratively plan lessons and create high quality, rigorous assessments to monitor student achievement and determine when students have achieved mastery and positive behavioral reinforcements.	Evidence from weekly lesson plans, curriculum maps, and assessments to determine fidelity and quality of instruction.	Weekly lesson plans will be monitored/discussed by admin, teachers and instructional coaches	No Funding
		Teacher to provide RTI and supplemental curriculum guidance for reading and math.	MAP data and summative assessments will be analyzed for intervention and identifying instructional gaps.	Evidence from MAP, 3 times per year, formative and summative assessments will monitor student progress and identifying gaps in instruction.	$9,975 ESSER
		Use of off-grade practice ACT assessment to ensure congruency and mastery concept	Data from ACT will determine teachers' instructional decisions and feedback to students	Practice ACT will be given by teachers to all students bi-annually then reviewed, analyzed to identify next steps	No Funding
Objective 2 Russell County High School will work to decrease novice in reading and math by 3% as measured by the state assessment by Spring 2025.	KCWP 3 & 4 Student assessment data is analyzed to construct quality instruction for struggling students and assess validity to align with rigorous standards across the curriculum.	Ensure PLCs are used to work on clear learning objectives and implementing a formative assessment system to track and monitor student classroom academic performance.	Evidence from PLC sign-in sheets/agenda and collective data ensures high quality measures of success.	Weekly PLC's conducted with teachers, admin, and instructional coaches to analyze, monitor and discuss next steps of instruction.	No Funding
		Utilize IXL to progress monitor and target novice special education students.	IXL data reports for student feedback	Bi-monthly reports address student needs by special ed. teachers, admin, and instructional coaches	No Funding

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

Goal 2 (State your science, social studies, and writing goal.): Russell County High School will work to maintain the percentage of students scoring proficient/distinguished in writing at 53.7%, science from to 5.3% to 20%, and social studies from 41.6% to 46% by May 2025 as measured by KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell County High School will work to increase writing, science, and social studies proficiency by 3% as measured by the state assessment by Spring 2025.	KCWP 1,2,3 Monitoring systems are in place to design, implement, and adjust curricular needs based on data and progress.	Ensure English and science departments are implementing a new curriculum across grade levels. Specifically, the area of writing to demonstrate learning has been focused on to improve overall school writing scores	Develop cross-curricular vocabulary and school-wide writing prompts to increase proficient/distinguish writing	Teachers conduct school-wide on-demand writing 3 times per year to analyze and evaluate writing. Science/Social studies teachers will conduct 3 practice tests per year to analyze and evaluate progress.	No Funding
		Develop common writing language and strategies to increase student understanding and performance. MAP is utilized for science teachers. Teachers are intentionally incorporating standards-based instruction into their lesson plans using effective high yield strategies	Learning targets, HQIR guided lesson plans, and assessments are being monitored to ensure congruency cross-curricular	Administration, instructional coaches, peer teachers monitor lesson plans weekly for fidelity and vertical alignment are meeting standards	$9,795.00 MAP
	KCWP 4 & 5 Teachers use systematic, concise data to align curricular needs and academic interventions at high levels.	Utilize PLCs are used to discuss assessment data and to develop common assessments. New assessments have been developed to include questions that incorporate writing and metacognitive engagement rather than just multiple choice and all instruction and assessments are based on the Next Generation standards	Guided PLC's to support/discuss common assessments and data driven classrooms	Weekly PLC's with administration RTI interventionalist, instructional coaches will ensure data driven classrooms to increase engagement for all students.	No Funding
Objective 2 Russell County High School will work to decrease novice in writing, science, and social studies by 3% as measured by the state assessment by Spring 2025.	KCWP 1 & 2 Monitoring systems are in place to ensure data, assessments, and curriculum are being utilized with rigor and fidelity to enhance academic success	Ensure PLCs are used to work on clear learning objectives and implementing a formative assessment system to track and monitor student classroom academic performance using Kagan strategies	PLC Sign-ins and agendas specifically targeting academic performance with clear learning objectives	Teachers, admin, coaches will collaborate to enhance learning targets bi-monthly for assessment and increase academic rigor	No Funding
		Utilize Common Planning Time is used to collaboratively plan lessons and common assessments to implement to monitor student achievement	Teacher lesson plans, curriculum maps and assessments will be	Weekly PLC's with administration, counselors and instructional coaches	No Funding

Goal 2 (State your science, social studies, and writing goal.): Russell County High School will work to maintain the percentage of students scoring proficient/distinguished in writing at 53.7%, science from to 5.3% to 20%, and social studies from 41.6% to 46% by May 2025 as measured by KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			discussed/analyzed during PLC	will serve as guides for student achievement	
		Teachers will provide enhanced enrichment, timely appropriate feedback, RTI and supplemental curriculum guidance	Teachers will chart student progress and collaborate with colleagues for academic success. Instructional coach will collaborate with teachers during weekly PLCs to facilitate PLC conversation, provide resources for HQIR implementation, and provide feedback and ideas for the integration of Kagan strategies.	Teachers will share student progress data during PLCs. Teachers will report student academic achievement to the instruction coach at least three times per year.	$67,368.00 Instructional Coach
		Utilize Mastery Prep program to enhance knowledge and strategies for all juniors taking the ACT	MAP data reports, summative assessments and Class-works inform teachers of progress for student feedback	School administration, counselors, teachers, and coaches ensure rigor and academic success based on bi-monthly PLC and walk-through evaluations	$10,680.00 Mastery Prep

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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students with disabilities will decrease novice in reading	KCWP 1,2,	Ensure MAP assessment given to grades 9-11 to track and predict performance on grade level content.	Data collection driving instruction, learning targets, KAGAN	Weekly PLC agenda focused on effective learning targets and	$9,795.00 MAP

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 23.8% to 20% and math from 28.6% to 25% as measured by KSA.	Monitoring systems are in place to ensure rigorous curriculum is taught at a high level.		strategies, and assessments	assessments. Teachers, admin, coaches, counselors collaborate	
		Ensure resource and collaborative classes are offered to students to meet their unique individual needs and to offer specially designed instruction to ensure student access to the general curriculum	Utilizing the master schedule to ensure equitable teacher/classes for students with disabilities	Yearly scheduling for all students to choose academic and career pathways to ensure success as well as quarterly progress monitoring to adjust curricular needs. Teachers, counselors, admin, coaches.	No Funding
	KCWP 3 & 5 Utilize data to modify/adjust student academic performance	Develop Learning targets and common assessments that are equitable to all students as well as classes/teachers	Ensure equitable access for all students to have highly qualified teachers based on need, preference, and non-academic goals	Weekly PLC notes/ agendas addressing teacher learning targets and assessments with admin, counselors, coaches and colleagues	No Funding
		Ensure effective instructional planning and student grouping based on MAP data, end of year assessments and academic standards	Name and claim students individually based on data, summative assessments, and need, and pull students every Friday for remedial work	Teachers, admin, and counselor conduct routine meetings (at least twice per year) with students and to adjust instruction	$9,795.00 MAP

4: English Learner Progress

Goal 4 (State your English Learner goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: All EL students in Russell County Schools will increase .5 level by May 2025 as measured by ACCESS.	Instructional KCWP 1,2	Ensure effective practices are in place to monitor progress for EL students. Practice ACCESS questions are reviewed.	Increased ACCESS scores for EL students.	EL coordinator meets with students weekly to focus on academic standards and ACCESS data	No Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Russell County High School will increase the Quality of School Climate and Safety (QSCS) Indicator from 63.1 to 65.6 by May 2025 as measured by the state survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the QSCS indicator at RCHS to 65.6% by 2025 as measured by the state survey.	KCWP 5,6 Resources are in place to acknowledge, maintain, and assist students with behavioral or academic anxieties KCWP 5,6 Systems are in place to reduce barriers for a positive and safe learning environment.	Ensure processes are in place to ensure behavioral and academic interventions help maintain a positive learning environment. The SRO works to decrease discipline referrals, assists with parent visits, and makes home visits with school staff as needed. The provision of the SRO helps to ensure the quality of the learning climate at the school.	Reduction in student discipline referrals, improved climate survey results using teacher and community input Students, teachers, and community aligned with Code of Conduct for Russell County.	Monitor monthly number of discipline referrals and intervene admin., SRO	$3,200 Title IV
		Utilize full-time mental health specialist for crisis intervention and trained teachers implementing BOUNCE initiative. RCHS also uses the Sources of Strength program to improve school culture and character development.	Crisis team intervention to reduce student barriers both academically and behaviorally.	Team of admin, SRO, YSC, mental health counselor, counselors, DPP meet with students monthly based on need and at-risk factors	No Funding

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): Russell County High School will maintain its postsecondary readiness at 104.9 into 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell County High School will maintain its postsecondary readiness at 104.9 by 2025.	KCWP 1,2 Programs are implemented to ensure academic and career readiness upon completion of high school.	Utilize multiple Dual Credit Offerings both in-person and online available for students from six different institutions. Students taking two or more and making a B or better in both can earn Academic Ready status.	Evaluation of student transcripts and tracking student growth and sustainability.	Counselors, teachers, and admin review transcripts, grades quarterly to ensure student success and plan for next steps	No Funding
		Ensure industry certificate opportunities are available for students in seven different program areas to earn career ready status.	Tracking student data by creating an academic and career ready chart to be evaluated by all teachers.	CTE teachers, counselors, career support specialist, track students quarterly to evaluate student success	$48,000 Career Specialist
		Utilize End-Of-Program (formerly KOSSA) prep reviews, Work Ethics Seal Program, and Career Prep Thursdays are all activities that help to	Tracking student progress throughout the year by practice tests and end of course assessments.	Counselors, teachers, admin, help to prepare students for future plans according to ILP's	$2,000 Perkins

Goal 6 (State your postsecondary goal.): Russell County High School will maintain its postsecondary readiness at 104.9 into 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		increase students reaching career readiness status.			

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): Russell County High School will raise the graduation rate from 94.8% to 100% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Russell County High School will increase the graduation rate from 94.8% to 97% by 2023.	KCWP5,6 Systems are in place to utilize appropriate academic interventions to increase graduation rate for all students.	Ensure Drop Out Prevention Meetings are routinely held to identify students at-risk for dropping out of high school and to target and plan for their success.	Ensure communication with parents and students	District/school admin, counselors, participate quarterly to discuss and adjust student schedules and discuss further plans	No Funding
		Credit Recovery is used to help students that have fallen behind track on graduation requirements to "catch up" to similar age peers. Odyssey-ware is the digital curriculum used. After school is also a beneficial tool we use to aid students in additional support to foster academic success.	Ensure tracking and communication reflect most viable track for students.	District/school admin, counselors, participate quarterly to discuss and adjust student schedules and discuss further plans	$20,900.00 ESSER Funds
		Develop conference schedules – Students that are identified as "at-risk" meet at various times throughout the year for conferencing to discuss academic progress, behavior, and attendance.	Develop individualized plans for students at risk for dropping out, at least quarterly	School admin, counselors, LSA staff, DPP are in involved quarterly in individualizing instruction	No Funding
		Ensure Laker Success Academy is used to offer creative and alternate schedules for students with specific barriers.	Ensure individualized plans enable student achievement	LSA staff, school admin, counselors, DPP, parents, participate in academic track for student at least quarterly.	$20,900.00 ESSER Funds

Goal 7 (State your graduation goal.): Russell County High School will raise the graduation rate from 94.8% to 100% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Students are able to utilize digital curriculum (Odysseyware) and participate in self-paced learning.			
		Summer school opportunities are provided for students to help those that have fallen behind on credits to help them get back on track to graduate on time.	Programs are in place to ensure tracking and monitoring of student academic progress	A school team consisting of school admin, counselors, LSA staff, DPP are in involved in individualizing instruction	$7,876.00 ESS Funds