2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09102024_10:56

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

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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.

Susan Stringer

2024-2025 Phase One: School Safety Report_09202024_11:10

2024-2025 Phase One: School Safety Report

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

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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)

2023-2024 Phase One: Executive Summary for Schools_09222023_10:14

2023-2024 Phase One: Executive Summary for Schools

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

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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.

- 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.

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: School Assurances_09272024_15:17

2024-2025 Phase Two: School Assurances

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

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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**
- ○ 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

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.

- **Yes**
- 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.

- **Yes**
- 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.

- **Yes**
- 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.

● **Yes**
○ 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.

● **Yes**
○ 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.

● **Yes**
○ 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.

● **Yes**
○ 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.

- **● Yes**
- ○ 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).

- **● Yes**
- ○ 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).

- ○ Yes
- ○ 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.

- **Yes**
- 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.

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

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_09272024_15:18

2024-2025 Phase Two: The Needs Assessment for Schools

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

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

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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.

Based on the Key Core Work Processes, RCMS will design and deploy standards to continually assess, review, and revise curriculum. KAGAN and ALM teaching strategies will be used. John O'Connor's Great Instruction Engagement Cycle will be implemented into instruction. Formal and informal observations will be administered. We will also design and deliver instruction that is highly effective, evidence-based, and culturally responsive, using all the strategies above. Evidence-based curriculum will be used, such as Open Up Resources (math) and My Perspectives (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 assessment data.

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 (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 rewards, 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

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 1:

RCMS will have 51% of students scoring proficient/distinguished in reading by 2024.

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 1 was not met. Only forty-six percent (46%) of students scored proficient/ distinguished in reading. There was a significant decline in proficient/distinguished scores for 8th grade students. However, 7th grade students demonstrated improvement with fifty-five percent (55%) of students scoring proficient/ distinguished. Our ELA department plans to focus on using High Quality Instructional Resources (HQIRs) in their classrooms, including the My Perspectives curriculum. They will also use Reading Plus, a program that allows students to work on their level and at their own pace to improve their reading skills. Teachers will also

track students growth throughout the year using both unit assessment data and MAP testing data.

Objective 2:

RCMS will have 48% of students scoring proficient/distinguished in math by 2024.

Strategies and Support Include:

- Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards (KCWP1, 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 was not met. Only forty-five percent (45%) of students scored proficient/distinguished. Although improvements were made for 7th and 8th graders, 6th graders demonstrated a decrease in proficient/distinguished scores with only forty-five percent (45%) scoring proficient/distinguished. The mathematics department will also focus on using High Quality Instructional Resources (HQIRs) in their classrooms. They will use Open Up Resources curriculum and IXL for practice. Teachers will also track students growth throughout the year using both unit assessment data and MAP testing data.

Goal 2

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 1:

RCMS will have 45% of students scoring proficient/distinguished in combined writing performance by 2024.

Strategies and Support Include:

- Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards (KCWP1, 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).

RCMS exceeded Objective 1 for the 2023-2024 school year and met the goal for 2025. A total of forty-eight percent (48%) of students scored proficient/distinguished. Our ELA department has students participate in three On-Demand

scrimmages during the school year. The writing pieces are then scored and specific feedback is provided to support growth and improvement.

Objective2:

RCMS will have 36% of students scoring proficient/distinguished in science by 2024.

Strategies and Support Include:

- Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards (KCWP1, 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).

RCMS did not meet Objective 2. Thirty-one percent (31%) of students scored proficient/distinguished in science. The science department will also focus on using High Quality Instructional Resources (HQIRs) in their classrooms. OpenSciEd currriculum and Mosa Mack will be used to support student learning. Teachers will only use CER (Claim, Evidence, Reasoning) for writing pieces.

Objective 3:

RCMS will have 42% of students scoring proficient/distinguished in social studies by 2024.

Strategies and Support Include:

- Instruction: Students are provided instructional courses to meet the rigorous demands of common core standards (KCWP1, KCWP2).
- Support: Purposeful Tier II interventions are provided in addition to the core (KXWP5).
- Professional Learning: Teachers receive differentiated professional learning to meet individual needs (KCWP4).

RCMS did not meet Objective 3. Only thirty-four percent (34%) of students scored proficient/distinguished. Although this is a one percent (1%) increase in proficient/ distinguished scores from last year, teachers will continue to improve instruction and monitor student progress. A KPREP American Book Company social studies benchmark is administered to students three times throughout the school year. Social studies teachers will also use instructional strategies such as Kagan, ALM (Adolescent Literacy Model), and John O'Connor's Engagement Cycle to increase the number of proficient readers and writers.

Achievement Gap

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.

The reading portion of Objective 1 was not met. Thirty-eight percent (38%) of students who are economically disadvantaged scored proficient/distinguished. Ten percent (10%) of students with disabilities scored proficient/distinguished. Novice scored were increased by nine percent (9%).

RCMS met/exceeded the parts of the mathematics portion for Objective 1. Thirty-seven percent (37%) of students who are economically disadvantaged scored proficient/distinguished. Fourteen percent (14%) of students with disabilities scored proficient/distinguished. This is an increase of three percent (3%). Novice scores were not reduced by ten percent (10%).

Students in these targets groups will continue to receive interventions through progress monitoring, RTI, and additional practice within the content area. Students with disabilities are enrolled in collaborative ELA/math classes and ELA/math resource classes.

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.

From 2022-2023 to 2023-2024, KPREP assessment data shows an increase of proficient/distinguished scores for all students in two areas: mathematics (0.6%) and combined writing (9.2%). Disability students with IEPs show a 3% increase of proficient/distinguished scores in mathematics.

The percentage of students with behavior events in 2023-2024 is 3.5% lower than students in the 2022-2023 school year.

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.

Current Academic State:

- Forty-six percent (46%) of our students are proficient/distinguished in reading.
- Forty-six percent (46%) of our students are proficient/distinguished in mathematics.
- Thirty-two percent (32%) of our students are proficient/distinguished in science.
- Thirty-four percent (34%) of our students are proficient/distinguished in social studies.
- Forty-eight percent (48%) of our students are proficient/distinguished in combined writing performance (41% P/D in editing and mechanics and 48% P/D in on-demand writing).
- GAP Areas:
    - Economically Disadvantaged: Thirty-nine percent (39%) scored proficient/distinguished in reading and thirty-eight percent (38%) scored proficient/distinguished in mathematics.
    - Disability: Ten percent (10%) scored proficient/distinguished in reading and fourteen percent (14%) scored proficient/distinguished in mathematics.

Current Non-Academic State

- Teacher Certification Status:
    - 18.1% Bachelor's
    - 27.2% Master's
    - 38.6% Rank I
    - 15.9% Specialist

- Thirty-four percent (34%) of our students have a behavior event.
- Seventy-four percent (74%) of our students are economically disadvantaged, twelve percent (12%) have disabilities, and twelve percent (12%) are homeless.
- Eighty-two percent (82%) of our students feel that their teachers expect them to do their best at all times. Seventy-eight percent (78%) of students feel there is at least one adult from our school who listens to them when they have something to say.

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.

Our greatest area of weakness is in reading -- particularly 8th grade students and students with disabilities. Sixty-seven percent (67%) of 8th graders scored below proficiency. In the previous school year (2022-2023), only fifty-seven percent (57%) of 8th graders scored below proficiency. Eighty-six percent (86%) of students with disabilities scored below proficiency.

Another area of concern is 8th grade Social Studies scores. Sixty-eight percent (68%) of eighth graders scored below proficiency. Only twenty-five percent (25%) of economically disadvantaged students scored proficient/distinguished in Social Studies.

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.

Proficiency has increased in combined writing and mathematics scores of students with disabilities. New systems of support and new instructional strategies have

been implemented. Those supports and strategies will continue to be implemented this current school year.

Combined writing achievement has increased from thirty-four percent (34%) to its current rate of forty-eight percent (48%). Mathematics proficient/distinguished scores of students with disabilities has increased from eleven percent (11%) to fourteen percent (14%).

For the 2022-2023 school year, RCMS was labeled TSI for students with disabilities. Based on the scores from 2023-2024, RCMS is no longer labeled a TSI school for students with disabilities.

Teachers at Russell County Middle School will focus on using High Quality Instructional Resources (HQIR) in their classrooms to improve in areas of concern. ELA teachers will use My Perspectives curriculum and Reading Plus. Mathematics teachers will use Open Up Resources and IXL. Social Studies teachers will use social studies IXLs and science teachers will use Mosa Mack. All science teachers have also been trained to use and implement OpenSciEd curriculum.

To continue to improve proficiency scores of students with disabilities, special education teachers are consistently progress monitoring students to track improvement. Many students with disabilities are enrolled in mathematics and/or ELA resource classes where they are receiving additional practice and re-teaching.

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

24-25 School Key Elements Template

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.

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)
- 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
- 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)
24-25 School Key Elements Template		• 7
RCMS Data Analysis		•

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	Schoolwide: Kagan Strategies, John O'Connor's Engagement Cycle, ALM Strategies, Formal and Informal 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	Schoolwide: Kagan Strategies, John O'Connor's Engagement Cycle, ALM Strategies, Evidence-Based Strategies, Observations Math Department: Open Up Resources/MAP data/IXL Skills/KAGAN strategies Social Studies Department: Grades 6-8 will utilize Inquiry-Based Lessons "Decoding the Past: Inquiry-Based Lessons in US History" and "Decoding the Past: Inquiry-Based Lessons in World History" along with Document-Based Questions (from DBQ Project) also known as "Mini Q's". We are all using IXL for Social Studies to get students used to document-based questions. Eighth grade is using Rise time to assign 6th and 7th grade SS IXLs as review. ELA Department: Kagan Science Department: Open SciEd, MosaMack, Generation Genius

Key Elements of the Teaching and Learning Environment – School

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	Schoolwide: Professional Learning Communities (PLCs), Pacing Guides, PDSA (Plan, Do, Study, Act) Presentations, Formative and Summative Assessments Math Department: MAP, Edulastic, Pear Deck ELA Department: We will be giving at least 3 assessments quarterly. We will monitor these to know which standards to retest. Teachers in same content and same grade level will meet bi-weekly to discuss data from testing. Teachers will test using same format and content throughout the year. Comparing strategies for teaching each standard. Science Department: MAP testing, common 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	Schoolwide: PDSA (Plan, Do, Study, Act) Presentations Math Department: Department PDSA, MAP data, formative and summative assessments, common assessments Science Department: PDSA, science department meetings
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	Schoolwide: PDSA (Plan, Do, Study, Act) Presentations, Pacing Guides, PBIS Math Department: MAP Data, Common Assessments Science Department: PBIS, Disciplinary Steps, Laker cards, Reward Days
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	Yes	Schoolwide: Positive rewards & recognition, Teaching Strategies (Kagan, O'Connor's Engagement Cycle, ALM), PBIS Science Department: tiered instruction, discussions with partners

continued growth is the primary focus and foundation for all actions?		

2024-2025 Phase Three: Comprehensive School Improvement Plan_11072024_09:26

2024-2025 Phase Three: Comprehensive School Improvement Plan

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

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2024-2025 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 6

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

- 24-25 RCMS CSIP
- myPerspectives ESSA Rating
- myPerspectives Study
- Narrative - Open Up Resources
- Narrative for myPerspectives
- Narrative for Reading Plus
- 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 -- 24-25 RCMS CSIP.

Attachment Summary

Attachment Name	Description	Associated Item(s)
24-25 RCMS CSIP		•
myPerspectives ESSA Rating		•
myPerspectives Study		•
Narrative - Open Up Resources		•
Narrative for myPerspectives		•
Narrative for Reading Plus		•
Reading Plus Study		•

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.

The first area of concern is in the field of reading – particularly for 8th grade students and all students with disabilities. Sixty-seven percent (67%) of 8th graders scored below proficiency. Eighty-six percent (86%) of students with disabilities scored below proficiency.

Our second area of concern is social studies. Sixty-eight percent (68%) of 8th grade students scored below proficiency. Only twenty-five percent (25%) of economically disadvantaged students scored proficient/distinguished in Social Studies.

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.

1. Ensure the intended curriculum (HQIRs) is being implemented with a high level of fidelity
2. Teachers utilize evidence-based instructional practices to ensure cognitive engagement
3. Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs

Updated June 2023

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.7	-1.5
State Assessment Results in science, social studies and writing	60.6	2.1
English Learner Progress		
Quality of School Climate and Safety	67.3	0.7
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 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.	KCWP 1 & 2 Curriculum & Instruction Monitoring systems are in place to ensure the intended curriculum is being implemented with a high level of fidelity	• Ensure curricular alignment reviews are an ongoing action of the PLC's planning process • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and standards mastery checks. • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Use summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	PLC/PDSA agendas and notes summarize curricular alignment with standards and areas of growth/weakness according to assessment data. Formal and informal observations will identify high quality instruction/instructional strategies being used to support curriculum.	Principals, teachers, and instructional coach will participate in PLCs bi-weekly. PLCs will discuss high quality instructional resources, strategies, and student mastery of standards. Principals will complete walkthroughs (informal observations) quarterly to observe for high quality instruction and strategies being used to support curriculum. High quality instructional resources will be used as curriculum for ELA and math courses. *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. *Open Up Resources* is a mathematics curriculum that fosters mathematical literacy for students. Teachers participate in professional development throughout the school year that focuses on increasing student achievement: Kagan, Epic Numeracy, and Teacher Induction Cadre.	No Funding No Funding *myPerspectives* No Funding SEEK: *Open Up Resources* $8,322.00 Title: Kagan - $3,499.00 Epic Numeracy – $1,200.00 Fund I:

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
					Teacher Induction Cadre – Training $2,350.00 Mentors $3,750.00
	KCWP 4 Review, Analyze, Apply Data Results Systems are in place to ensure that teachers elicit, interpret, and act on student learning results to inform instructional decision-making Leadership will use qualitative and quantitative data to drive continuous improvement and close achievement gaps	• Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations • Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data • Ensure that all assessments evolve from high-quality content standards	PLC agendas and notes summarize a tracking system for monitoring student growth using MAP (reading, mathematics, language mechanics) testing data. PDSA agendas and presentations will summarize unit assessment data of grade level standards.	Principals, teachers, and instructional coach will analyze MAP data three times per year – fall, winter, and spring. Reading Plus is offered to all students to build reading comprehension capacity and vocabulary to develop reading stamina. Teachers will monitor student progress weekly. The Accelerated Reader program assists students in setting and meeting their personal goals and increasing reading proficiency. IXL Math is utilized as an intervention tool to build individualized skills to work toward concept master and/or accelerated learning.	Title: Map Growth $9,795.00 SEEK $7,600.00 SEEK $1,800 SEEK $11,250

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 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.	KCWP 1 & 2 Curriculum & Instruction Monitoring systems are in place to ensure the intended curriculum is being implemented with a high level of fidelity	• Ensure curricular alignment reviews are an ongoing action of the PLC's planning process • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and standards mastery checks. • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Use summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	PLC/PDSA agendas and notes summarize curricular alignment with standards and areas of growth/weakness according to assessment data. Formal and informal observations will identify high quality instruction/instructional strategies being used to support curriculum.	Principals, teachers, and instructional coach will participate in PLCs bi-weekly. PLCs will discuss high quality instructional resources, strategies, and student mastery of standards. Principals will complete walkthroughs (informal observations) quarterly to observe for high quality instruction and strategies being used to support curriculum. Mosa Mack Science is a science curriculum that challenges students to use their knowledge to solve real-world problems while exploring the Next Generation Science Standards. OpenSciEd is a comprehensive science curriculum that empowers students to ask questions, design investigations, and find solutions. The curriculum gives students the ability to think, read, write, and argue as scientists and engineers. Teachers participate in professional development throughout the school year that focuses on increasing student achievement: Kagan,	No Funding No Funding SEEK $4,070.00 No Funding Title: Kagan - $3,499.00 OpenSciEd – 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
				OpenSciEd, and Teacher Induction Cadre.	Fund I: Teacher Induction Cadre – Training $2,350.00 Mentors $3,750.00
	KCWP 3 Design and Deliver Assessment Literacy Teachers and students utilize learning intentions, success criteria, and feedback as tools to assess progress.	• Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed • Create intentional opportunities for students to receive and offer effective feedback during learning • Use summative evidence to inform what comes next for individual students and groups of students		Students complete on-demand writings three times a year. Teachers score on-demand writing pieces using the Scoring Rubric for Kentucky On-Demand Writing. Students receive specific feedback along with a score for growth and improvement.	No Funding
	KCWP 4 Review, Analyze, Apply Data Results Systems are in place to ensure that teachers elicit, interpret, and act on student learning results to inform instructional decision-making Leadership will use qualitative and quantitative data to drive continuous	• Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations • Develop and deploy a PLC protocol with an effective cyclical process for standards	PLC agendas and notes summarize a tracking system for monitoring student growth using MAP (science) testing data. PDSA agendas and presentations will summarize unit assessment data of grade level standards.	Principals, teachers, and instructional coach will analyze MAP data three times per year – fall, winter, and spring. A KPREP American Book Company social studies benchmark is administered to students three times per year – fall, winter, and spring. Principals, teachers, and instructional coach will analyze data.	Title: Map Growth $9,795.00 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
	improvement and close achievement gaps	deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data • Ensure that all assessments evolve from high-quality content standards		Explore Learning (Gizmos) teach foundational topics through active, hands-on learning. Gizmos emphasize problem-solving, real-world application, critical thinking, and inquiry. They also provide opportunities for abstract and quantitative reasoning. Science IXL helps students building lasting critical thinking abilities. Students will analyze data, build new vocabulary, and deepen their understanding of the world around them.	SEEK $920.00 SEEK $11,250.00

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 Economically disadvantaged students will increase proficient/distinguished in **reading** to 46% and **mathematics** to 40% as measured by the 2025 KSA. Students with disabilities will increase proficient/distinguished by 3% in **reading** and **mathematics** as measured by the 2025 KSA.	KCWP 1 & 2 Curriculum & Instruction Monitoring systems are in place to ensure the intended curriculum is being implemented with a high level of fidelity	• Ensure curricular alignment reviews are an ongoing action of the PLC's planning process • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and standards mastery checks. • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Use summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	PLC/PDSA agendas and notes summarize curricular alignment with standards and areas of growth/weakness according to assessment data. Formal and informal observations will identify high quality instruction/instructional strategies being used to support curriculum.	Principals, teachers, and instructional coach will participate in PLCs bi-weekly. PLCs will discuss high quality instructional resources, strategies, and student mastery of standards. Principals will complete walkthroughs (informal observations) quarterly to observe for high quality instruction and strategies being used to support curriculum. Instructional coach will provide teachers with support, assist with data analysis, and assist with implementation of high-quality instructional resources and teaching strategies. Teachers participate in professional development throughout the school year that focuses on increasing student achievement: Kagan and Teacher Induction Cadre.	No Funding No Funding Title: $67,368.00 Title: Kagan - $3,499.00 Fund I: Teacher Induction Cadre – Training $2,350.00 Mentors $3,750.00

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4 Review, Analyze, Apply Data Results Systems are in place to ensure that teachers elicit, interpret, and act on student learning results to inform instructional decision-making Leadership will use qualitative and quantitative data to drive continuous improvement and close achievement gaps	• Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations • Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data • Ensure that all assessments evolve from high-quality content standards	PLC agendas and notes summarize a tracking system for monitoring student growth using MAP testing data. PDSA agendas and presentations will summarize unit assessment data of grade level standards.	Principals, teachers, and instructional coach will analyze MAP data three times per year – fall, winter, and spring.	Title: Map Growth $9,795.00
	KCWP 5 Design, Align, Deliver Support Processes Data-based decision making is used for screening, diagnosing, implementing, and progress monitoring to meet the needs of all students.	• Implement and commit to purposeful, schedule monitoring efforts in accordance with continuous improvement needs • Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports • Develop school supports to promote and support learning	Documentation of RTI ESS Daytime Waiver, After School, Summer School Instructional Assistants PBIS Team FRYSC (Family Resource and Youth Services Center)	Assistant principals and PBIS team members meet monthly to review school culture and climate. Social and emotional learning (SEL) lessons are implemented monthly by guidance counselors. FRYSC (Family Resource and Youth Services Center) provides a diverse range of services to students to eliminate academic barriers.	No funding No funding No funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Mental Health Specialists	RTI teachers (ESS Daytime Waiver) will monitor student progress weekly.	ESS: ESS Coordinator - $5,095.00 ESS Daytime Waiver - $13,611.00 ESS Resources - $10.60 ESS Summer School - $6,301.00 Title: ESS Teacher - $5,000.00

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 1.5 levels by May 2025 as measured by ACCESS.	KCWP 1 & 2 Curriculum & Instruction Monitoring systems are in place to ensure the intended curriculum is being implemented with a high level of fidelity	• Ensure curricular alignment reviews are an ongoing action of the PLC's planning process • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and standards mastery checks. • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Use summative evidence to inform what comes next for individual students and groups of students. • Ensure that all users of assessment data use information to benefit student learning.	PLC/PDSA agendas and notes summarize curricular alignment with standards and areas of growth/weakness according to assessment data. Formal and informal observations will identify high quality instruction/instructional strategies being used to support curriculum.	Principals, teachers, EL teacher, and instructional coach will participate in PLCs bi-weekly. PLCs will discuss high quality instructional resources, strategies, and student mastery of standards. Principals will complete walkthroughs (informal observations) quarterly to observe for high quality instruction and strategies being used to support curriculum. Teachers participate in professional development throughout the school year that focuses on increasing student achievement: Kagan and Teacher Induction Cadre.	Title: $22,918.50 No Funding Title: Kagan - $3,499.00 Fund I: Teacher Induction Cadre – Training $2,350.00 Mentors $3,750.00
	KCWP 5 Design, Align, Deliver Support Processes Data-based decision making is used for screening, diagnosing, implementing.	• Implement and commit to purposeful, schedule monitoring efforts in accordance with continuous improvement needs	Implementation of Program Services Plans Documentation of RTI	Social and emotional learning (SEL) lessons are implemented monthly by our counselors. FRYSC (Family Resource and Youth Services Center) provides a diverse	No funding YSC Grant Budget $14,125.80

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
	and progress monitoring to meet the needs of all students.	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports	ESS Daytime Waiver, After School, Summer School FRYSC (Family Resource and Youth Services Center) Mental Health Specialists	range of services to students to eliminate academic barriers. RTI teachers (ESS Daytime Waiver) will monitor student progress weekly.	ESS: ESS Coordinator - $5,095.00 ESS Daytime Waiver - $13,611.00 ESS Resources - $10.60 ESS Summer School - $6,301.00 Title: ESS Teacher - $5,000.00

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 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.	KCWP 5 Design, Align, Deliver Support Processes Data-based decision making is used for screening, diagnosing, implementing, and progress monitoring to meet the needs of all students.	• Systems exist to support students' behavioral, social-emotional, and academic needs • Interventions within the categories (behavioral, social-emotional, and academic) are delivered with fidelity	Positive Behavioral Interventions and Supports (PBIS) aligns with Student Code of Conduct	PBIS Team meets monthly to discuss student behavior and school culture.	No funding
	KCWP 6 Establish Learning Environment and Culture Structures promote opportunities for social emotional learning and help student develop an understanding of purposeful expectations and procedures as part of a comprehensive system of support School structures support learners in building positive relationships with peers to enhance motivation and promote learning	• Ensure that all available resources are deployed to assist students in need	FRYSC (Family Resource and Youth Services Center) documentation Mental Health Specialists School Resource Officer FRYSC Survey	The Youth Services Center provides a diverse range of services to the students of Russell County Middle School to eliminate barriers to academic success. Services are provided to students in need include: • backpack program • food pantry for families • free clothing • free hygiene products • mentor programs • grief counseling Mental Health Specialists and SRO routinely meet with students.	YSC Grant Budget $14,125.80 Title: SRO - $30,000 Fund II Grant: RC School District Mental Health Specialist - $10,000

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
					Healthy Kids Clinic: Additional Mental Health Specialists
				Social and emotional learning (SEL) lessons are implemented monthly by guidance counselors. Topics determined by results of FRYSC Survey taken by students once per year.	No funding