2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

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

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The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)

- English Learner Plan for Districts (Lau Plan) (Due May 1)

- Professional Development Plan for Districts (Due May 1)

- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

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

Please enter your name and date below to certify.

Michael Ford

September 10, 2024

2024-2025 Phase One: Executive Summary for Districts

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Description of the District

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

The Russell County School District (RCSD) is located in a rural community in south central Kentucky. The county, known as the Houseboat Capital of the World, rests along the heart of Lake Cumberland, the third largest lake east of the Mississippi River. Visitors travel from all over the United States and abroad to enjoy the rugged beauty of its 63,000 surface acres and 1,255 miles of stunning cliffs and wooded shoreline. Russell County has a population of 18,178, according to the United States Census Bureau and consists of a predominantly white race/ethnic background. According to the U.S. Department of Labor, Bureau of Labor Statistics, Russell County's unemployment rate was 6.0% as of July 2024 compared to 6.0% the previous month and 5.4% one year ago. Kentucky's state unemployment rate for this same time period was 4.7% and the nation was 4.2%.

The school system has 3,034 students from Preschool to Grade 12 with 1,585 male students and 1,449 females. Many students live with someone other than their parents and several households do not have internet service. Additionally, transportation is another barrier for after-school academic support or extracurricular activities for many students. 72.9% of students qualify for free and reduced lunch. The Hispanic population is currently 15%; English Language Learners in the schools are 6.5%, with most of those families speaking their native language at home. The percentage of students identified as Gifted and Talented is currently 10%. The special education population consists of 18% and is an area the district is focusing on in all of the schools. With Response to Intervention (RtI), the RCSD focuses on targeting and assisting students early so the number of referrals to special education can be reduced.

Russell County Schools consist of one high school with 860 students; one middle school consisting of grades 6-8 with 657 students; and three elementary schools, the largest being Russell Springs Elementary (Preschool - 5th grade) which consists of 632 students, Jamestown Elementary (Preschool - 5th grade) with 484 students and Salem Elementary (Preschool - 5th grade) with 401 students. The middle and high schools have a close working relationship with the Lake Cumberland Regional College and Workforce Center (LCRCWC) that serves their students, as well as, students in neighboring Adair County. The Auditorium/Natatorium Complex, located on the middle and high school campus not only houses 6th-grade students, it also provides a place for the community to swim, attend events, and facilitate workshops and training. The Russell County School District employs staff that truly care and support ALL of our students and families. The district includes 198 certified staff consisting of 46 males and 152 females.

Teachers regularly pursue and obtain advanced degrees with 62.9% holding a Master's degree, 43.8% with a Rank I degree and 19.1% have earned a Specialist degree. Our certified teachers have an average of 13 years of experience. Teacher turnover is 13.2%.

District Stakeholders

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

- District Planning Committee - teachers, principals, council members, other school leaders, paraprofessionals, central office administrators, administrators, board member(s), classified staff, parents, community representatives, and high school students - provides input on needs assessment and continuous improvement diagnostics of the comprehensive district improvement plan.
- Annual Title I Meeting - local business leaders, students, teachers and community non-profits - provides input on safety, curriculum and parent involvement
- Russell County Public Library - supports families and schools with literacy events, homework help and various community outreaches
- Russell County Sheriff's Office and First Responders - provide walkthroughs, safety checks and school resource officers
- Healthy Kids Clinic - licensed health care providers are accessible at school during the day to provide comprehensive healthcare to students to keep them at school and be ready to learn
- Chamber of Commerce - various community businesses/professional leaders, representatives in government, non-profits, etc. are provided a platform to build relationships, provide insight through meaningful discussion and feedback that results in an investment to the schools and community at-large
- Russell County Health and Wellness Coalition - non-profit: education, law enforcement, healthcare, and businesses working together to improve the health and well-being of Russell Countians
- Woodlawn Farm Foundation - private foundation: funds organizations such as Russell County Public Library, including support for the Dolly Parton Imagination Library, promotes arts education through the Russell County Artworks Community Arts Education Center, Inc., donates to PTOs at all schools to place a book in the hand of every student, provides agriculture scholarships for college and cross country team uniforms

District's Purpose

Provide the district'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 district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The purpose of Russell County Schools is to provide a high-quality education for ALL students to be productive, contributing members of society, and have a quality life after public education. The district believes in providing students with a safe learning environment where they feel comfortable to build relationships and are able to develop mutual respect among our school stakeholders. Russell County holds high expectations for our students, teachers, and staff and offer quality, educational services to meet the diverse needs of our students. Opportunities for career readiness allow students a variety of avenues to explore while in school. The high school provides pathways in six different areas and the Lake Cumberland Regional College and Workforce Center (LCRCWC) offers seven program areas. College prep and pre-college prep courses are available in the high school and middle school. The Family Resource Youth Services Center (FRYSC) Programs and English Language Learner (ELL) staff are proactive and hands-on with families and students by providing support services to reduce barriers and afford academic learning success. Our Gifted and Talented Education (GTE) works to meet the needs of accelerated learners by utilizing and partnering with regional, state and postsecondary sources. Special education and related services are offered to meet the varied and specific needs of our disabled learners. Conclusively, Russell County Schools strive to meet the needs of all our students.

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

RUSSELL COUNTY SCHOOL DISTRICT BELIEFS:

INDIVIDUALS

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

LEARNING PROCESS

- We believe the learning process is enhanced by caring relationships built on mutual respect, self-discipline, initiative, and persistence.
- We believe a commitment to continuous improvement and personal and organizational accountability is essential to the educational process.
- We believe a culture for learning is nurtured and sustained by cooperation among students, parents, staff, faculty, taxpayers, and other stakeholders.

- We believe knowledge enhances our lives because it gives us a greater understanding of ourselves and the world around us.
- We believe a sense of perspective and humor is important to the learning process.

LEARNING ENVIRONMENT

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

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

Notable Achievements and Areas of Improvement

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

- Salem Elementary, Russell County Middle School and Russell County High School - Campbellsville University 2024 Excellence in Teaching Award
- Jamestown Elementary School - 2024 Kentucky School Counselor of the Year
- Russell County Middle School - Western Kentucky University 2024 Distinguished Educator Award Finalist
- Russell County School District - 2024 Kentucky School Resource Officer of the Year, South Region
- Russell County School District - 2024 Leading (Learning to Empower Achievement by Developing Innovation that Nurtures Growth) Lakers Fellowship
- Jamestown Elementary School - 2024 Kentucky Elementary Teacher of the Year - 2021 Kentucky Elementary Teacher of the Year Finalist
- Russell County High School - 2023 National High School Athletic Coaches Association Baseball Coach of the Year Finalist

- Jamestown Elementary School - Kentucky Elementary School Counselor of the Year
- Russell County Middle School - Western Kentucky University 2023 Distinguished Educator Award Finalist
- Jamestown Elementary School - Kentucky Association of School Resource Officers Rookie of the Year
- Salem Elementary School - Kentucky Executive Leadership Academy sponsored by Kentucky Association for School Administrators (KASA)
- Jamestown Elementary School - Transformational Change for School Leaders
- Russell Springs Elementary, Russell County Middle School and Russell County High School - Campbellsville University 2023 Excellence in Teaching Award
- Russell County Middle School - Lighthouse Mentor Program
- Russell County High School - Educators Rising Club members (in the first year of the pathway) advanced to national competition
- Russell County High School - Apprenticeship Building America Grant with Career Support Specialist
- Russell County School District Technology Support Team - 2022 Stillwell Meritorious Service Award Recipients
- 73 Level 1 Google Certified Teachers and 28 Level 2 Google Certified Teachers
- Russell County Board of Education: Kentucky Federation of Business and Professional Women's Clubs, Inc. (KFBPW) 2023 Business Promoting Women Award

DISTRICT AREAS OF IMPROVEMENT: Priority #1: Closing the achievement gap of students, especially those with disabilities, is an intentional focus at the elementary, middle and high school levels. While the evidence shows improvement in reading and math with this subgroup, there is still much more ground to gain. Teachers and students must use standards-based instruction with high-yield, student engagement strategies to increase student comprehension and retention of content material. Teachers must continue to connect concepts and key ideas by scaffolding instruction and differentiating to meet the needs of all students. Explicit teaching provides teachers with formative data to target skill gaps and individualize learning for one-to-one and/or small group instruction. Common district benchmarking assessments and a K-3 reading diagnostic along with intervention components, allow educators to analyze student data and plan instruction to help meet all students at their point of need. Maintaining the availability of technology and instructional/assessment resources to assist with the high-expectations for and continued shifts of student and teacher needs are also essential.

Priority#2: Proficiency for all students, with a particular focus in reading and math district-wide, is a priority. There is a concerted effort to implement KAS with high-quality instructional resources (HQIRs) and vetted supplements to support grade-level instruction and assessment and pace it with accuracy. Developing clear and precise learning targets for students and meeting student needs based on formative and summative assessments is a focus. Tier I and Tier II instructional needs must be monitored and strategies for cognitive engagement must be

implemented. With both priorities, PLC protocols to analyze deployment of standards, lesson creation, assessment design and analysis of data must be in place.

Additional Information

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

Establishing a common instructional vision for each content area supported by high-quality instructional resources (HQIRs) that promote effective implementation of curriculum while building content knowledge and pedagogy to improve student outcomes is at the core of the Russell County School District (RSCD) mission. Instructional leaders are charged with driving curricular improvement by monitoring implementation and providing educators with meaningful feedback. Along with ongoing professional learning focused around student engagement structures to increase proficiency, close achievement gaps and improve social emotional learning, teachers are empowered to embed standards, implement best practices and use data to make decisions and address individual student needs in every lesson, everyday.

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

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

In the fall of 2021, a dedication ceremony and open house was held for the Lake Cumberland Regional College and Workforce Center (LCRCWC) located on the main campus of Russell County Schools. The state-of-the art facility provides educational and training opportunities for the entire Lake Cumberland area, thereby, increasing the percentage of people to enter college and careers with the necessary skills and

knowledge to become successful and sustainable employees. In conjunction with the Kentucky Workforce Innovation Board (KWIB), the following sectors and pathways are offered: Advanced Manufacturing (Welding Technologies, Industrial Maintenance, Computerized Manufacturing and Technology); Construction Trades (Electrical Technology and Construction Carpentry); and Transportation/Logistics (Automotive Technology). These sectors and pathways afford the opportunities for skilled laborers to increase their employability and enter occupations that pay higher hourly wages and annual incomes. Furthermore, through partnerships with local businesses and industries, the Lake Cumberland Regional College and Workforce Center will be a hub for certifications, apprenticeships and skills training. Additionally, the (LCRCWC) will be a key component in meeting the future growth and expansion needs of Lake Cumberland area businesses.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: District Assurances

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Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225)and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2024-2025 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- ● **Yes**
- o No
- o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Districts

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2024-2025 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

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

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

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that 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 districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

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

The district team includes Superintendent of Schools, teachers, principal, council members, other school leader, paraprofessional, central office administrator, administrator, board member, classified staff, parent, community representative, instructional coach and high school student. School and district administration, instructional coaches and teachers will convene, as needed, to monitor needs assessments for grade and/or content level teams. Students that were "named and claimed" will have an emphasis on their learning needs being addressed with after school, RtI and/or close monitoring within Tier I instruction. Monitoring of the universal screener and the K-3 reading diagnostic for students along with classroom performance is especially crucial for the progression of learning. Goal-setting for students, teachers and administration at both the school and district level is paramount.

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

Additionally, the Title IV Survey focuses on safety, wellness and technology. The results of this survey showed academic readiness and safety were top concerns for stakeholders. To ensure evidence-based interventions and remediation occur with students one-on-one and/or in small group settings additional interventionists are provided in the elementary schools. The intent is to mitigate early childhood loss of learning which forms the permanent foundation for the progression of literacy, mathematics and critical thinking skills along the learning continuum. Furthermore, all five schools have a resource officer assigned to them to assist in safety measures. At present, the Russell County School District is continuing coordinated sanitation and disinfection practices to protect from health risks caused by respiratory viruses.

Results from the Title IV Survey also expressed an interest in additional STEM type courses. The middle school and elementary schools have emphasized STEM in specials and encore classes. Also, Project Lead the Way, a program with various courses geared towards engineering, is in its eighth year for high school students. Investments in new equipment, resources and educator professional learning have helped to grow this program.

Review of Previous Plan

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

Mandated goals from the Kentucky Department of Education (KDE) for the previous year's Comprehensive District Improvement Plan (CDIP) included: (1) State Assessment Results in reading and mathematics, (2) State Assessment Results in science, social studies, and writing, (3) English Learner Progress, (4) Quality of

School Climate and Safety, (5) Postsecondary Readiness (high school only) and (6) Graduation Rate (high school only). Objectives reflected a 2% increase for each goal for a 6% growth over a three year time frame. (The exception was the English Learner Progress goal in which the state recommended for all EL students to increase by .5 on the ACCESS test.)

Objectives met for 2023-2024: Postsecondary Readiness, Elementary Reading, Elementary and High School Social Studies, Elementary, Middle and High School Combined Writing and High School Quality of School Climate and Safety Survey

Objectives NOT met for 2023-2024: Graduation, Middle and High School Reading, Elementary, Middle and High School Math, Elementary, Middle and High School Science, Middle School Social Studies, English Learners, Elementary and Middle School Quality of School Climate and Safety Survey and Elementary, Middle and High Schools Achievement Gap (closed some, but not all)

Strategies are based on the Key Core Work Processes which allows for a systematic approach to address processes, practices and conditions, therefore, these remain a constant. Across the goals, activities chosen to deploy the strategies are solid. Although some objectives set were not met, measures of success varied within content areas and schools along with student achievement in gap groups. However, these deficits are being addressed with increased intervention staff, rigorous instruction and differentiation and focus on deploying grade level standards with high quality instructional resources (HQIR) and high-yield instructional/student engagement strategies. Areas of concern for schools have been specifically prioritized with a plan to implement and examine for impact.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.

• From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Despite the wording of this question that asks for analysis of data trends from the previous two academic years, the Kentucky Department of Education declared that direct comparisons of assessment data from previous years are not appropriate because of the learning disruptions, changes in opportunities to learn, lower participation rates and continued implementation of Senate Bill 158 (2020).

2021-2022 KSA data was the first accountable data schools have had since the 2018-2019 assessment. The 2019-2020 spring state assessment was entirely waived by the U.S. Department of Education. Kentucky received official approval by the U.S. Department of Education from federal accountability for the 2020-2021 assessment. It

was implemented with shortened assessments and expanded testing windows. School/ district performance was based on the students who actually tested. KDE directed this data to be used as a "temperature check" and stated it should not be compared to other data. The Kentucky School Report Card had new features for the 2022-2023 academic year because of continued implementation of Senate Bill 158 (2020). With the introduction of change into the system, comparisons cannot be made to accountability data from 2022...

Below are the following academic constants (student performance levels):

Russell County High School

- Science novice/apprentice scores were suppressed in 2021-2022, were 92% in 2022-2023 and are 95% in 2024-2025.
- 2022-2023 ACT scores declined in all categories from 2021-2022 and were below the state level in all categories. 2024-2025 ACT scores are at or above the state level in all categories except reading which maintained the score from the previous year.

Russell County Middle School

Reading novice/apprentice scores were 55% in 2021-2022, 50% in 2022-2023 and 53% in 2024-2025.

Math novice/apprentice scores were 56% in 2021-2022, 54% in 2022-2023 and 55% in 2024-2025.

Jamestown Elementary School

- Science novice/apprentice scores were 80% in 2021-2022, 66% in 2022-2023 and 72% in 2024-2025.

Russell Springs Elementary School

- Math novice/apprentice scores was 55% in 2021-2022 to 42% in 2022-2023 and 47% in 2024-2025.

Salem Elementary School

- Reading novice/apprentice scores were 53% in 2021-2022, 48% in 2022-2023 and 53% in 2024-2025.
- Math novice/apprentice scores were 55% in 2021-2022, 46% in 2022-2023 and 50% in 2024-2025.
- Science novice/apprentice scores were 54 % in 2021-2022, 54% in 2022-2023 and 59% in 2024-2025.

Decreasing the number of students scoring at novice/apprentice levels are a significant area for improvement.

According to the School Report Card, behavior events across all grades were 417 in 2021-2022 compared to 433 in 2022-2023. 306 of the 2021-2022 events occurred in the classroom compared to 319 for 2022-2023 with 76 happening on the bus in 2021-2022 compared to 68 in 2022-2023 and 76 in the restroom for 2021-2022 compared to 59 in 2022-2023. 2023-2024 data reflected a total of 438 behavior events with 326 occurring in the classroom.

The KY ADM ADA District Summary Report showed 2020-2021 average daily attendance for elementary at 95%, middle school at 92% and high school at 94%. Comparatively, 2021-2022 average daily attendance for elementary was 93%, middle school was 92% and high school was 91%. For 2022-2023, average daily attendance for elementary was 93%, middle school was 92% and high school was 91%. 2023-2024 average daily attendance remained constant for elementary at 93%, middle school at 92.% and high school at 91%.

Current State

4. Describe in narrative form the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent 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. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

CURRENT ACADEMIC STATE: ELEMENTARY - Jamestown Elementary School (JES) received an overall score of 72.4 for a **GREEN** color rating. The combined reading and math indicator of 73.5 is **GREEN** with a current medium status of 66.8, an increase of 6.7 from the prior year. The science, social studies and writing indicator of 70.5 is **GREEN** with a high status level of 67.8, an increase of 2.7. The overall score of 83.7 **BLUE** for Russell Springs Elementary School (RSES) consisted of a combined reading and math indicator of 79.2 **GREEN** with a current status of 80.6 -

high, maintaining change with a decrease of -1.4 from the prior year and the science, social studies and writing indicator of 91.2 **BLUE** that reflects a very high current status of 86.4, a 4.8 increase. Salem Elementary School (SES) received an overall score of 65.9 with a **YELLOW** color rating. The combined reading and math indicator of 61.9 is **ORANGE** with a medium current status level of 66.4, a -4.5 decline from the prior year. The science, social studies and writing indicator of 69.9 is **GREEN**. The current status is 69.9 - high, maintaining a 0.0 change from the prior year.

Performance levels among the elementary schools were diverse compared to the state. The proficient/distinguished performance levels in reading for JES and RSES were above the state while SES was below. Both RSES and SES, specifically, scored above the state in mathematics while JES was below. Social Studies and Combined Writing for all elementary schools reflected higher proficient/distinguished levels than the state.

Subject	Novice/Apprentice %				Proficient/Distinguished %			
	JES	RSES	SES	State	JES	RSES	SES	State
Reading	46	30	53	52	54	70	47	48
Mathematics	58	47	50	58	41	53	49	42
Science	72	48	59	66	28	52	40	34
Social Studies	47	28	48	61	53	71	53	39
Combined Writing	44	19	44	58	56	81	56	43

Note: Number is rounded to the nearest whole number

With the fall 2024 administration of NWEA Measures of Academic Progress (MAP), the Projected Proficiency Report showed students across the three elementary schools collectively scored 44.2% proficient/distinguished in reading and 36% proficient/distinguished in math.

CURRENT ACADEMIC STATE: RUSSELL COUNTY MIDDLE SCHOOL - Russell County Middle School (RCMS) received a **YELLOW** color rating overall with a score of 62.4. The combined reading and math indicator of 63.7 is **GREEN** with a high level of 65.2 – maintaining the change level with a -1.5 decrease from the prior year and the science, social studies and writing indicator of 60.6 is **GREEN** with a current medium

status of 58.5, a 2.1 increase from the prior year. The proficient/distinguished performance levels were higher than the state in reading, mathematics and science and equal to the state in combined writing. The novice/apprentice performance levels were higher than the state in social studies. Additionally, Russell County Middle School exited the federal classification of Targeted Support and Improvement (TSI) for students with disabilities.

Subject	Novice/Apprentice %		Proficient/Distinguished %	
	RCMS	State	RCMS	State
Reading	53	55	46	45
Mathematics	55	61	45	39
Science	69	77	32	22
Social Studies	66	65	34	35
Combined Writing	52	52	48	48

Note: Number is rounded to the nearest whole number

The Projected Proficiency Report from the fall 2024 administration of NWEA Measures of Academic Progress (MAP) indicated middle school students scored 51.3% proficient/distinguished in reading and 47.4% proficient/distinguished in math.

CURRENT ACADEMIC STATE: RUSSELL COUNTY HIGH SCHOOL - With an overall score of 75.7, Russell County High School (RCHS) received a color rating of **GREEN**. The combined reading and math indicator of 65.2 is **GREEN**. The current status is 66.0 - high, maintaining change with a -0.8 from the prior year. The science, social studies and writing indicator is 66.7 **GREEN** with a current medium status of 54.8, a significant increase of 11.9 from the prior year. The proficient/distinguished percentages were higher than the state averages in reading, math, social studies and combined writing while the proficient/distinguished percentages were lower than the state in science.

Subject	Novice/Apprentice %	Proficient/Distinguished %

	RCHS	State	RCHS	State
Reading	46	54	54	46
Mathematics	57	65	43	35
Science	95	94	5	6
Social Studies	58	63	41	37
Combined Writing	46	49	53	51

Results from the fall 2024 administration of NWEA Measures of Academic Progress (MAP) revealed 41.8% of tested high school students scored proficient/distinguished in reading and 50.8% scored proficient/distinguished in math.

QUALITY of SCHOOL CLIMATE and SAFETY SURVEY:

The overall indicator scores and color ratings for elementary schools follow: Jamestown Elementary School – 78.4 **GREEN**; Russell Springs Elementary School – 78.5 **GREEN**; and Salem Elementary School – 77.6 **GREEN**. A medium 76.5 current status for JES was a 1.9 increase from the prior year while a high 78.6 with a decrease of -0.1 for RSES and a high 77.5, a 0.1 increase for SES are reflected. Collectively, among the three elementary schools, 99% of elementary students strongly agree/agree that adults from their school care about them, 96% strongly agree/agree that there is at least one adult from their school who listens to them when they have something to say and 60% strongly disagree/disagree that students being mean or hurtful to other students is NOT a problem for this school.

The overall indicator score and color rating for Russell County Middle School is 67.3 **GREEN.** RCMS had an increase of .7 with a medium 66.6. 96% of students strongly agree/agree that teachers expect them to do their best all the time, 93% strongly agree/agree if students have a problem, there is a safe way to report it to an adult and 51% strongly disagree/disagree that students from this school respect each other's differences (i.e., gender, culture, race, religion, ability).

Russell County High School – 63.1 **GREEN** has a current status of 60.7 – medium, with a 2.4 increase. 92% of high school students strongly agree/agree that teachers expect them to do their best at all times, 89% strongly agree/agree that adults at the school work hard to make students safe and 60% strongly disagree/disagree that student from this school respect each other's differences (i.e., gender, culture, race, religion, ability).

Non-Academic Current State according to the School Report Card:

4.9% of Teachers have less than 1 year of experience

12.5% of Teachers have 1-3 years of experience

Teacher Turnover was 13.2%



Priorities/Concerns

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

NOTE: You must thoroughly addressed these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

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

ELEMENTARY-At the elementary level, 73% of students with disabilities scored below proficiency in reading as measured by KSA as opposed to 43% of students without disabilities. In math, 80% of students with disabilities scored below proficiency as opposed to 51% of students without disabilities. 57% of all students scored proficient/distinguished in reading while 47% scored proficient/distinguished in math.

MIDDLE-89% of students with disabilities scored below proficiency in reading as measured by KSA as opposed to 53% of students without disabilities. In math, 86% of students with disabilities scored below proficiency compared to 55% of students without disabilities. In reading, 46% of all students reached proficiency while 45% reached proficiency in math.

HIGH-There is no data in reading and math for students with disabilities due to suppressed scores (occurs when a performance level-novice, apprentice, proficient and distinguished-has less than three students or where low cell counts or percentages could lead to identification of individual student performance). 54% of all students scored proficient/distinguished in reading and 44% scored proficient/ distinguished in math.

Conclusively, the results provided through the 2024 KSA, confirms that specific efforts need to be made with all students, especially those with disabilities.

Strengths/Leverages

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

- **ELEMENTARY:**
- Proficient/Distinguished reading has increased from 52% in 2022 to 57% in 2024.
- Proficient/Distinguished math has increased from 46% in 2022 to 47% in 2024.
- Proficient/Distinguished combined writing has increased from 39% in 2022 to 64% in 2024.

MIDDLE:

- Proficient/Distinguished reading has increased from 45% in 2022 to 46% in 2024.
- Proficient/Distinguished math has increased from 44% in 2022 to 45% in 2024.
- Proficient/Distinguished science has increased from 25% in 2022 to 32% in 2024.
- Proficient/Distinguished combined writing has increased from 31% in 2022 to 48% in 2024.

HIGH:

- Proficient/Distinguished reading has increased from 43% in 2022 to 54% in 2024.
- Proficient/Distinguished combined writing has increased from 49% in 2022 to 53% in 2024.
- Postsecondary readiness increased from 96% in 2023 to 100% in 2024.

These areas reflect growth and are all above the levels in the state. A continued focus on standards with the implementation of HQIRs with fidelity and a system of supports concentrated on interventions based in diagnostic and interim data checks will continue to be priorities for the district.

Reflecting over the challenges of the past three years, as well as, all the factors taken into consideration for the administration of, flexibilities and changes KDE accepted from the U.S. Department of Education for the Kentucky Summative Assessment, Russell County is proud to note our students are on track and, in many

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

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
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

District Key Elements Template 24-25

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and

efforts 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 District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

The district will focus its resources and efforts on Key Core Work Process (KCWP) #2, design and deliver instruction, and KCWP #4, review, analyze and apply data.

KCWPs are the foundation for success. The process is the work. The practice is the worker and the condition is the workplace. Reflecting on the evidence of the KCWPs was insightful. Our district was lacking in conditions and the processes and practices were plentiful. However, when the practices were stated, it was difficult, sometimes impossible, to prove the fidelity in which it was implemented across all schools in the district.

Therefore, it is important to note that more intentional time needs to be spent on the processes in place to make the practices happen and result in improved conditions of the workplace. Our workers have many processes to put into practice, but may not have the ample time to plan and prepare for proper deployment.

Although teachers have curriculum maps, pacing guides and lesson plans, meaningful discussions about these items must occur regularly within the implementation process of HQIRs and include purposeful adjustments, as needed. Creating common student friendly targets and formative assessments need to occur to support students' attainment of the Kentucky Academic Standards (KAS). The implementation of the Plan-Do-Study-Act protocol in PLCs across the district vary in fidelity and are being strengthened. The district provides one mandated day of data analysis in the fall and is sustaining this work throughout the year with goal setting and progress monitoring. Ongoing professional development and cyclic review of implementation in the area of best practice/high yield active student engagement strategies will be a focus.

Opportunities for teachers to assess and revise dispositions of standards and reflect on highly effective, evidence-based instruction is critical. Analyzing the deployment of standards, lesson creation, assessment design and analysis of data is the basis for growth. Conversations, reflections and discussions with colleagues on the necessary processes that need to be in place with a multi-tiered systems of supports will make the practices less frustrating and more consistent. This, in turn, should empower educators and students alike to succeed academically, socially and emotionally at high levels.

Attachment Summary

Attachment Name	Description	Associated Item(s)
District Key Elements Template 24-25	District Key Elements Template 24-25	• 7

2024-2025 Key Elements of the Teaching and Learning Environment – District

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 district 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 District Improvement Plan (CDIP).

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 district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	NO	*Review and conduct cyclic curriculum review of alignment between standards, learning targets, and assessment measures in PLCs. *Ensure ongoing professional learning and implementation of best practice/high yield instructional/active student engagement strategies aid in curricular adjustments when students fail to meet mastery. *Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students
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	*Ensure congruency is present between standards, learning targets, and assessment measures. **(HQIR implementation)** *Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention. **(MTSS Handbook)** *Ensure ongoing professional learning and implementation of best practice/high yield instructional/active student engagement strategies aid in curricular adjustments when students fail to meet mastery. **(PD Plan)** *Plan strategically and utilize knowledge in the selection of best practice/ high yield instructional /active student engagement strategies to aid in curricular adjustments when students fail to meet mastery. **(PLCs)**
KCWP 3: Design and Deliver Assessment Literacy Does our district 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?	NO	*Create formative and summative assessments that are aligned to the standards. *Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. *Use assessments to help students assess and adjust their own learning.

KCWP 4: Review, Analyze and Apply Data Does our district 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	*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. **(PDSA)** *Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs and to inform next steps for individual students and groups of students. **(PLCs)** *Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. (MTSS Handbook) *Enact communication protocols for parents/guardians regarding placement and progress monitoring checks. (MTSS Handbook) *Create and monitor a "Watch List" for students performing below proficiency. **(PLCs)**
KCWP 5: Design, Align and Deliver Support Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	NO	*Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts. *Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning and student grouping, etc. *Develop school supports, both academic and behavioral, to promote and support learning for all.
KCWP 6: Establishing Learning Culture and Environment Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	NO	*Ensure the effective implementation of anti-bullying policies and procedures. *Adopt district/school-wide initiatives to build character development. *Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.

2024-2025 Phase Two: District Safety Report

2024-2025 Phase Two: District Safety Report

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2024-2025 Phase Two: District Safety Report

District Safety Report

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

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Russell County Schools has adopted School Board Policy 02.4241 which requires each school council to adopt and implement an emergency plan.

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

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

amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Each school council has adopted an emergency plan as is in compliance with the specifications that are outlined in KRS. Additional, a school marshall has been to each school this year to verify compliance.

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

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

District and school personnel met with area 1st responders prior to the school year to review each school's emergency plan and a copy has been provided these agencies.

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

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

Primary and secondary routes are posted by each doorway in all rooms in each building.

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

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

Severe weather safe zones are posted by the doorway in each room of every building.

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

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

Earthquake drills are outlined in each school emergency operations plan.

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

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

Yes, all control access protocol has been implement.

8. Was each 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 on file for review?

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

Yes, the school emergency operations plan was revised for this school year and was reviewed by all parties.

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

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

Yes - All principals have reported the date that they reviewed their EMP with faculty and staff prior to the 1st instructional day.

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one

earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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

Yes - All principals have reported the dates that the four required drills were conducted within the first 30 days of school.

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

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

Yes, last year during the month of January, all four emergency drills were

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

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

Yes, all monthly fire drills were conducted when students were in session.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Three: The Superintendent Gap Assurance

2024-2025 Phase Three: The Superintendent Gap Assurance

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2024-2025 Phase Three: The Superintendent Gap Assurance 3

2024-2025 Phase Three: The Superintendent Gap Assurance

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

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

Gap Target Assurance

As superintendent of the district, I hereby certify either:

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

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

2024-2025 Russell County School District Comprehensive District Improvement Plan (CDIP)

Rationale

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

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

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
    - 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

Updated June 2023

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district 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 Districts

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

*Proficiency for All Students
*Closing the Achievement Gap

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

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

*Ensure congruency is present between standards, learning targets, and assessment measures (HQIR implementation)
*Plan strategically and utilize knowledge in the selection of best practice/high yield instructional/active student engagement strategies to aid in curricular adjustments when students fail to meet mastery (PLCs)
*Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs and to inform next steps for individual students and groups of students (PLCs, MTSS)

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Explanations/Directions

Indicator	Status	Change
State Assessment Results in reading and mathematics - FOCUS	Elementary: 72 – High; Middle: 65.2 – High; High: 66 - High	Elementary: -0.2 Maintain; Middle: -1.5 Maintain; High: -0.8 Maintain
State Assessment Results in science, social studies and writing - FOCUS	Elementary: 76 – Very High; Middle: 58.5 – Medium; High: 54.8 - Medium	Elementary: 2.3 Increase; Middle: 2.1 Increase; High: 11.8 Significantly Increase
English Learner Progress	70.5 – Very High	3 Increase
Quality of School Climate and Safety	Elementary: 77.5 – High; Middle: 66.6 – Medium; High: 60.7 - Medium	Elementary: 0.4 Increase; Middle: 0.7 Increase; High: 2.3 Increase
Postsecondary Readiness (high schools and districts only)	100.7– Very High	4.6 Increase
Graduation Rate (high schools and districts only)	95.3 - High	-0.5 Maintain

Goal: Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. 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 Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the district 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.

Updated June 2023

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Students of Russell County Schools will increase proficiency in reading and math. Students scoring proficient/distinguished at the **elementary** will reach 61% in reading and 53% in math, **middle school** students will reach 51% in reading and 50% in math, and **high school** students (surpassed 49% goal with 53% in May 2023, dropped to 52% in May 2024) will reach 49% in reading and 49% in math by May 2025 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase reading and math proficiency in grades 3-10 by a minimum of 2% as evidenced by the May 2025 state assessment. More specifically, increase proficiency at the elementary in **reading** from 57% to 59%; middle school from 46% to 48%; and high school from 54% to 56%. Increase proficiency in **math** at the elementary from 47% to 49%; middle from 45% to 47%; and high school from 43% to 45%.	KCWP 1 & 2: Curriculum/Instruction Monitoring systems are in place to ensure curriculum is taught at a high level of fidelity and Tier I instruction/assessments meet the intent of the standards	• Ensure ongoing professional learning and implementation of best practice/high yield instructional/active student engagement strategies aid in curricular adjustments when students fail to meet mastery • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students • Ensure congruency is present between standards, learning targets and assessment measures	PLC/PDSA notes and walkthrough data summarize the implementation of grade-level standards, high quality instruction and assessment with support systems	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss HQIR implementation, congruency, strategies, student mastery of standards and next steps Title I and Title II instructional coaches serve as a resource for professional learning, lesson support, data analysis and implementation of HQIRs and instructional strategies Professional learning focused on achievement for all students (KAGAN, LETRS, EPIC Numeracy Alliance, Teacher Induction Cadre (TIC), KDE/professional organization trainings) and flex professional development to meet specific professional growth needs of teachers is provided throughout the year	**Title:** (HQIR Software Support Systems) - $18,870 Title: $265,436 **Title:** PD - $6,117.80 KAGAN PD and Follow-up Coaching - $43,343 LETRS, EPIC Numeracy Alliance Stipends - $22,800 Fund I: TIC PD and Training - $8,000 Mentors – $12,750

Goal 1 (State your reading and math goal.): **Students of Russell County Schools will increase proficiency in reading and math. Students scoring proficient/distinguished at the elementary will reach 61% in reading and 53% in math, middle school students will reach 51% in reading and 50% in math, and high school students (surpassed 49% goal with 53% in May 2023, dropped to 52% in May 2024) will reach 49% in reading and 49% in math by May 2025 as measured by the state assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy Assessment data is utilized for the benefit of student learning	• Create formative and summative assessments that are aligned to standards • Use assessments to help students assess and adjust their own learning	PLC/PDSA notes summarize how assessments inform teacher's instructional decisions and effective feedback offered to students	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results and next steps to take for student learning	No Funding
	KCWP 4 : Review, Analyze and Apply Data Utilize an established system for examining and interpreting data (e.g., formative, summative and universal screeners) in order to determine priorities for individual student success	• 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 formative, summative and universal screener assessment results are used appropriately to determine tiered intervention needs • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations • Establish communication protocols for parents/guardians regarding placement and progress monitoring checks	PLC/PDSA notes summarize a tracking system to monitor mastery of standards for each student, as well as, social emotional learning and behavior assessments to guide instructional planning, student grouping, student goal setting, etc.	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results, next steps to take for student learning and communications with parents/guardians	Title: MAP Growth- $40,942 MAP Reading Fluency - $6,144
	KCWP 5: Design, Align and Deliver Support Resources are aligned to needs in order to make all systems work together for continuous	• Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts • Develop school supports, both academic and behavioral, to promote and support learning for all • Ensure that effective communication regarding assessments and student performance are shared	Documentation of RtI, ESS After School/Daytime Waiver, summer school, additional staffing with teachers, interventionists	Student success measures will be evaluated by district/school administration, teachers, and support staff each semester or, as needed. These results are communicated with	ESS: After School Coordinators - $21,500 Daytime Waivers - $49,648 Middle & High Summer School - $14,177 High School After School - $2,835 Title:

Goal 1 (State your reading and math goal.): Students of Russell County Schools will increase proficiency in reading and math. Students scoring proficient/distinguished at the elementary will reach 61% in reading and 53% in math, middle school students will reach 51% in reading and 50% in math, and high school students (surpassed 49% goal with 53% in May 2023, dropped to 52% in May 2024) will reach 49% in reading and 49% in math by May 2025 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	improvement and success	with appropriate stakeholders to guide instructional planning and student grouping, etc.	and assistants, Family Resource Youth Services Center and mental health specialists regarding student services	parents/guardians/other stakeholders, as appropriate	Elementary & Middle After School - $35,000 Title: Interventionists - $69,314 Staffing - $784,263.50

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

Goal 2 (State your science, social studies, and writing goal.): Russell County Schools will increase proficiency in science at the elementary (surpassed 38% goal with 43% in May 2023, dropped to 40% in May 2024) to 38%; at the middle school (surpassed 31% goal with 35% in May 2023, dropped to 32% in May 2024) to 31%; and the high school to 20%. Social studies proficiency will increase at the elementary (surpassed 54% goal with 59% in May 2024) to 54%; at the middle school to 42%; and the high school to 46%. Writing proficiency will increase at the elementary (surpassed 49% writing goal with 57% in May 2023, increased to 64% in May 2024) to 61%; at the middle school (surpassed 37% writing goal with 48% in May 2024) to 37%; and the high school to 56% by May 2025 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the proficiency in science at the elementary to 42%; at the middle school to 34%; and the high school to 7%. Social studies proficiency will increase at the elementary to 61%; at the middle school to 36%; and the high school to 43%. Writing proficiency will increase at the elementary to 66%; at the middle school to 50%; and the high school	KCWP 1 & 2: Curriculum/Instruction Monitoring systems are in place to ensure curriculum is taught at a high level of fidelity and Tier I instruction/assessments met the intent of the standards	• Review and conduct cyclic curriculum review of alignment between standards, learning targets, and assessment measures in PLCs • Ensure ongoing professional learning and implementation of best practice/high yield instructional/active student strategies aid in curricular adjustments when students fail to meet mastery • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students • Ensure congruency is present between standards, learning targets and assessment measures	PLC/PDSA notes summarize the implementation of grade-level standards, high quality instruction and assessment with support systems	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss congruency, strategies, student mastery of standards and next steps	Title I: (HQIR Software Support Systems) - $18,870

Goal 2 (State your science, social studies, and writing goal.): Russell County Schools will increase proficiency in science at the **elementary** (surpassed 38% goal with 43% in May 2023, dropped to 40% in May 2024) to 38%; at the **middle school** (surpassed 31% goal with 35% in May 2023, dropped to 32% in May 2024) to 31%; and the **high school** to 20%. Social studies proficiency will increase at the **elementary** (surpassed 54% goal with 59% in May 2024) to 54%; at the **middle school** to 42%; and the **high school** to 46%. Writing proficiency will increase at the **elementary** (surpassed 49% writing goal with 57% in May 2023, increased to 64% in May 2024) to 61%; at the **middle school** (surpassed 37% writing goal with 48% in May 2024) to 37%; and the **high school** to 56% by May 2025 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
to 55% by May 2025 as measured by the state assessment.	KCWP 3: **Design and Deliver Assessment Literacy** Assessment data is utilized for the benefit of student learning	• Create formative and summative assessments that are aligned to standards • Use assessments to help students assess and adjust their own learning	PLC/PDSA notes summarize how assessments inform teacher's instructional decisions and effective feedback offered to students	School administration, teachers, instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results (formative including on-demand scrimmages, summative, universal screener, as applicable) and next steps to take for student learning	No Funding
	KCWP 4 : **Review, Analyze and Apply Data** Utilize an established system for examining and interpreting data (e.g., formative, summative and universal screener) in order to determine priorities for individual student success	• Ensure that formative, summative and universal screener assessment results (as applicable) are used appropriately to determine intervention needs	PLC/PDSA notes summarize a tracking system to monitor mastery of standards for each student, as well as, social emotional learning and behavior assessments to guide instructional planning, student grouping, student goal setting, etc.	School administration, teachers, instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results and next steps to take for student learning	Title: MAP Growth- $40,942

Updated June 2023

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the proficiency of students identified in reported GAP Groups of all accountable areas by 2% as measured by the state assessment in May 2025.	KCWP 1 & 2: Curriculum/Instruction Monitoring systems are in place to ensure curriculum is taught at a high level of fidelity and Tier I instruction/assessments met the intent of the standards Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs	• Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified • Ensure ongoing professional learning and implementation of best practice/high yield instructional/active student engagement strategies aid in curricular adjustments when students fail to meet mastery • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students • Ensure congruency is present between standards, learning targets and assessment measures • Ensure that effective communication guides instructional planning, student grouping, etc.	PLC/PDSA notes summarize the implementation of grade-level standards, high quality instruction and assessment with support systems including progress monitoring	School administration, teachers, instructional coach participate in PLCs bi-weekly, at minimum, to discuss congruency, instructional strategies, student mastery of standards and any needed curricular adjustments Title I and Title II instructional coaches serve as a resource for professional learning, lesson support, data analysis and implementation of HQIRs and instructional strategies Professional learning focused on achievement for all students (KAGAN, Teacher Induction Cadre (TIC) and flex professional development) to meet specific professional growth needs of teachers is provided throughout the year	**Title I:** (HQIR Software Support Systems) - $18,870 Title: $265,436 Title: PD - $6,117.80 Title: KAGAN PD and Follow-up Coaching - $43,343 Fund I: TIC PD and Training - $8,000 Mentors – $12,750
	KCWP 3: Design and Deliver Assessment Literacy Assessment data is utilized for the benefit of student learning	• Create formative and summative assessments that are aligned to standards • Use assessments to help students assess and adjust their own learning	PLC/PDSA notes summarize how assessments inform teacher's instructional decisions and	School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results of students in reported gap groups and	No Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			effective feedback offered to students	next steps to take for student learning	
	KCWP 4 : **Review, Analyze and Apply Data** Utilize an established system for examining and interpreting data (e.g., formative, summative and universal screeners) in order to determine priorities for individual student success	• Ensure that formative, summative and universal screener assessment results are used appropriately to determine tiered intervention needs • Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention. • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations • Enact communication protocols for parents/guardians regarding placement and progress monitoring checks • Create and monitor a *Watch List* (name and claim) for students performing below proficiency	PLC/PDSA/RtI/MTSS team meeting notes summarize a tracking system to monitor standards mastery for each student, as well as, social emotional learning and behavior assessments to guide instructional planning, student grouping, student goal setting, progress monitoring, etc.	School administration, general education teachers, RtI teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results and progress monitoring checks (STAR, Reading Plus, Lexia, MAP Growth, MAP Reading Fluency), next steps to take for student learning and communications with parents/guardians	Title: MAP Growth and MAP Reading Fluency - $47,086 SEEK: Reading Plus/Lexia - $30,000 SEEK: Renaissance - $19,000
	KCWP 5: **Design, Align and Deliver Support** Resources are aligned to needs in order to make all systems work together for	• Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts • Develop school supports, both academic and behavioral, to promote and support learning for all	Documentation of RtI, ESS After School/Daytime Waiver, summer school, additional staffing with	Student success measures will be evaluated by district/school administration, teachers, and support staff each semester or, as needed. These results are communicated with	ESS: After School Coordinators - $21,500 Daytime Waiver - $49,648 Middle & High School Summer School - $14,177

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	continuous improvement and success	• Ensure that effective communication regarding assessments and students performance are shared with appropriate stakeholders to guide instructional planning and student grouping, etc.	teachers, interventionists and assistants, Family Resource Youth Services Center and mental health specialists regarding student services	parents/guardians/other stakeholders, as appropriate Special education consultants meet with exceptional education teachers monthly to observe co-teaching and collaboration, monitor goals and assist with instructional strategies and progress monitoring	High School After School - $2,835 Title: Elementary & Middle After School – $35,000 Interventionists - $57,454 IDEA B: Special Education Consultants - $129,802

4: English Learner Progress

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Russell County EL students improving .5 level from 45% to 47% by May 2025 as measured by ACCESS.	KCWP 1 & 2: Curriculum/Instruction Implementation of evidence-based curriculum/program and effective high-yield strategies to ensure the intent of learning	• Ensure that curricular delivery and assessment measures provide for all pertinent information needs of EL students • Ensure instructional modifications are made based upon feedback gained from formative assessments (Assessments for Learning) • Develop assignments and activities to inform what comes next for individual/groups of students	Monitoring measures are in place regarding placement and student progress of listening, speaking, reading, and writing with support systems	EL Director, school administrator and EL teachers/assistants will participate in PLCs to discuss student progress quarterly to determine next steps	Title: certified EL teacher - $65,725 .5 FTE salary for EL instructional assistant - $9,665 school/family liaison - $6,824
	KCWP 4: Review, Analyze and Apply Data Systems are in place school/district wide for teachers to monitor students' progress and allow for students to know their own progression of learning	• Ensure formative and summative assessments (WIDA, ACCESS, universal screener, etc.) are used appropriately to determine student needs • Enact communication protocols for parents/ guardians regarding placement and progress in support systems • Create intentional opportunities for students to receive and offer effective feedback during learning	Data charts include formative and summative data, PLC notes and student voice opportunities indicate instructional changes or priorities based on data and Program Services Plan (PSP)	District Assessment Coordinator, Director of Federal Programs and EL teachers/assistants will ensure appropriate assessments are administered, feedback is offered and received and the resulting data drives instructional implementation for student improvement in quarterly PLCs	State Funded (WIDA/ACCESS)
	KCWP 5: Design, Align and Deliver Support Resources are aligned to needs in order to make all systems work together for continuous improvement and success	• Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts • Develop school supports to promote and support learning • Ensure that effective communication regarding assessments and student	Documentation of RtI, ESS After School/Daytime Waiver, summer school, additional staffing with teachers, assistants, Family Resource Youth	Student success measures will be evaluated by district/school administration, teachers including EL, EL coordinator and support	ESS: After School Coordinators - $21,500 Daytime Waivers - $49,648 Middle & High School Summer School - $14,177 High School After School - $2,835

Goal 4 (State your English learner goal.): All English Learner (EL) students in Russell County Schools will increase 1.5 levels by May 2025 as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		performance are shared with appropriate stakeholders to guide instructional planning and student grouping, etc.	Services Center and mental health specialists regarding student services	staff each semester or, as needed	Title: Elementary & Middle After School – $35,000

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Russell County Schools will increase the Quality of School Climate and Safety (QSCS) Indicator at the elementary schools to 83.6; at the middle school to 71.5; and the high school to 65.6 by May 2025 as measured by the state survey.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the QSCS indicator at the elementary from 78.1 to 80.1; at the middle school from 67.3 to 69.3; and the high school from 63.1 to 65.1 by May 2025 as measured by the state survey.	**KCWP 5:** Support Processes Resources are aligned to needs in order to make all systems work together for continuous improvement and success	• Develop school supports, both academic and behavioral, to promote and support learning for all • Enact communication protocols for parents/guardians/stakeholders	School-wide behavioral support system that aligns with Code of Conduct and protocol for monitoring/documenting academic interventions Parent conferences, informational meetings with stakeholders to promote a culture of learning	Positive Behavioral Interventions and Support (PBIS) and RtI teams discuss systems data, plan for any needed adjustments and communications with parents/guardians/ quarterly	No Funding
	KCWP 6: Learning Culture and Environment The District promotes core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders and evaluates existing character-building experiences to ensure an all-encompassing culture of character Promote shared leadership opportunities among all shareholders	• Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted • Adopt district/school-wide initiatives to build character development • Enable students/teachers to develop leadership capacities within schools and the district • Ensure that all available resources are deployed to assist students in need, for example FRYSC, DPP, and Cabinet for Family and Children, etc.	Students learn about and engage in social emotional learning with Sanford Harmony, Second Steps, Sources of Strength and Kagan structures New teachers are trained to implement and assist in sustaining BOUNCE (Building Resilient Children and Families) initiative District/school administration, teachers, and support staff collaborate with Family	School and district personnel monitor and adjust the implementation of SEL programs/Kagan structures at each school during semester meetings Follow-up consultation occurs with BOUNCE trainer and staff are debriefed accordingly Family Resource Youth Services Center staff document prevention services daily and coordinate	No Funding FRYSC: FRYSC Grant - $139,879.48 LCADD - $800

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	to elevate a positive and supportive culture for learning to best communicate with and support families in order to address barriers to learning		Resource Youth Services Center staff to identify students and families for targeted intervention services	events for grandparents, literacy, attendance, Pre K, Food Pantry-Backpack Program, parent/student drug prevention, SEL, dental/ medical services, elementary summer day camp and Project Graduation throughout the year	Community Backpack Fund - $17,000 Malt Beverage Grant - $500 Americorp Literacy Grant- $19,500 Title: $6,500
			School Resource Officers (SROs) located at each school, along with Chief SRO, routinely meet with students, teachers, staff, and school and district administrators	SROs meet yearly with city/county police to coordinate school campus, safety checks. Safety protocols are monitored by SROs/school administration. School/district administrators meet monthly and teachers/staff are debriefed accordingly	Fund I/Fund II: SRO - $128,972 Safe Schools: SRO - $62,850 Title: 1.2 FTE SRO - $30,198
			Parent Conferences, informational meetings with stakeholders to promote a culture of learning	Parent/family engagement events create opportunities for increased parent/ community involvement to ensure schools create and nurture a fair and caring learning community for all students to have academic success	Title: $16,695

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): **Russell County Schools will increase Postsecondary Readiness rate from 93.7 to 99.7 (surpassed 99.7 goal with 100.7 in May 2024) by May 2025 as measured by criteria set forth by the Kentucky Department of Education.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell County Schools will increase Postsecondary Readiness Rate from 100.7 to 102.7 by May 2025 as measured by the criteria set forth by the Kentucky Department of Education.	KCWP 1 & 2: Curriculum/Instruction Programs are implemented to ensure Tier I instruction and assessments meet postsecondary readiness	• Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery • Ensure that students understand the success criteria within each postsecondary pathway	Lesson plan evidence of ACT practice embedded into core classes as a spiral review, core instruction from HQIR implementation with embedded Kagan structures and targeted instruction based on universal screener data Completed Individual Learning Plan (ILP) with insight about career pathway	Admin team, teachers, instructional coach and special education consultant will participate in bi-weekly PLCs to monitor practice ACT, HQIR and Kagan implementation and universal screener results projecting number of students meeting ACT benchmark and plan for next steps Mastery Prep representative will conduct an ACT Boot Camp for all juniors in March with additional support available in after school High School and ATC administration, Career Support Specialist, College Career Readiness Counselor, and teachers will hold a yearly event for 8th grade students to prepare them to enter	Title: Mastery Prep Boot Camp- $6,500 ESS: Mastery Prep Workbooks- $4,000 Apprenticeship Building America (ABA) Grant: Career Support Specialist - $60,795

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Goal 6 (State your postsecondary goal.): **Russell County Schools will increase Postsecondary Readiness rate from 93.7 to 99.7 (surpassed 99.7 goal with 100.7 in May 2024) by May 2025 as measured by criteria set forth by the Kentucky Department of Education.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				high school and gain insight about various career pathways available for pursuing	
			Scheduled college/ industrial tours provide students with criteria for pathways while co-op and apprenticeship opportunities are organized and documented to increase the number of students passing end-of-program assessments and college/career readiness	College Career Readiness Counselor and dual credit teachers offer opportunities online and in-person from multiple institutions with follow up from postsecondary schools throughout the school year	SEEK: Tours - $500
				The Superintendent, Transportation Director, ATC Principal and Staff, Local business owner/operators, DoSE, employment specialist working with students with disabilities, YSC, Instructional Supervisor and Career Support Specialist will meet quarterly to arrange and revise opportunities for employment (Tech Ready Apprentices for Career in Kentucky [TRACK], Skilled	Fund I: Employment Specialist - $23,674 Youth Services Center: Career Fair - $2,000

Goal 6 (State your postsecondary goal.): **Russell County Schools will increase Postsecondary Readiness rate from 93.7 to 99.7 (surpassed 99.7 goal with 100.7 in May 2024) by May 2025 as measured by criteria set forth by the Kentucky Department of Education.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Trade Track Apprenticeship Programs)	
	KCWP 4: Data Review System is in place for staff to monitor students' progress towards postsecondary readiness	• Increase collaboration in data analysis and student progress towards postsecondary readiness, including identification of students in need of intervention supports • Develop a system for student monitoring of universal screener assessment data	Summary of the Career Technical Education (CTE) End-of-Program Assessment, Industry Certifications, KYOTE and Work Ethics Seal meetings documenting student pass rate and readiness Data charts including industry certifications in the seven program areas offered Google tracking system and data charts from universal screener includes a readiness projection for ACT benchmarks to assess student needs and measure academic growth	Admin team, Career Support Specialist, College Career Readiness Counselor and Career and Technical Education teachers will meet three times a year to review and discuss current data and determine next steps Teachers, admin team, instructional coach and special education consultant will meet in PLCs after each of the three universal screening assessments to monitor student progress, discuss the projected proficiency report for students meeting ACT benchmarks and plan for next steps	Perkins: $2,000 Apprenticeship Building America (ABA) Grant: Career Support Specialist - $60,795 No Funding

Updated June 2023

7: Graduation Rate

Goal 7 (State your graduation rate goal.): **Russell County Schools will increase the current graduation rate of 94% to 100% as measured by criteria set forth by the Kentucky Department of Education by May 2025.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Russell County School District will increase the current graduation rate of 95.3% to 97.3% by May 2025 as measured by criteria set forth by the Kentucky Department of Education.**	KCWP 5: Support Processes Systems are in place to ensure appropriate academic interventions are taking place to improve the graduation rate	• Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation	Increased number of students meeting graduation requirements and completed Individualized Learning Plan (ILP) that identifies career pathway and coursework Reduced students on F report	District/school administration, counselors and teachers will participate in quarterly PLCs to discuss students in need of alternate/personalized schedules and other drop-out prevention strategies (Laker Success Academy, Credit Recovery with Odysseyware, After School, Summer School) Administrators will meet with seniors at risk of failing quarterly to discuss supports needed	IDEA B $500 ESS: High School After School - $3,885 High School Summer School - $7,876 Odysseyware - $20,900
	KCWP 6: **Learning Culture and Environment** Processes are in place to communicate with and support parents/families in order to address barriers to graduation	• Ensure the effective implementation of communication measures to support a culture of learning that addresses barriers to graduation	Documented copies of communications (school messenger, media outlets, in-person meetings, CCR senior newsletter, etc.) reflect informational parent involvement including sign-ins, agendas, PLP entries, parent reflection/surveys and	College Career Readiness and school counselors will conduct informational meetings for students and parents/guardians about various aspects of college preparation and career opportunities twice each semester (e.g. Paying for College 101,	Title I $1,000

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			speakers (KHEAA, Rogers Scholar, college admissions) to inform students of requirements and assistance for post-secondary readiness	FAFSA Prep Night and ID for parents and students)	