2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09082025_10:16

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Russell County Middle School
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United States of America

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Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools 3

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)

- Progress Monitoring

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

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

Please enter your name and date below to certify.

Susan Stringer

09/08/2025

2025-2026 Phase One: School Safety Report_09262025_10:16

2025-2026 Phase One: School Safety Report

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Table of Contents

2025-2026 Phase One: School Safety Report 3

2025-2026 Phase One: School Safety Report

School Safety Report

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

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

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

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

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

YEs

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Yes

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

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

Yes

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes

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

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

Yes

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

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

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

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

Yes

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes

2025-2026 Phase One: Executive Summary for Schools_09172025_14:48

2025-2026 Phase One: Executive Summary for Schools

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Table of Contents

2025-2026 Phase One: Executive Summary for Schools 3

2025-2026 Phase One: Executive Summary for Schools

Description of the School

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

Russell County Middle School is located in Russell Springs, Kentucky. Russell Springs is a rural community and the gateway to Lake Cumberland, one of the largest man-made lakes in the nation. Russell County's total population is currently 18,458. The unemployment rate for 2024 was 5.0%, which is one-tenth of a percent lower than the statewide rate (5.1%), according to the Kentucky Center for Statistics. Many of our students live with someone other than their parents. An abundance of households do not have internet services. Transportation is another barrier for after-school academic support or extra-curricular activities for many students. The majority of our students are considered economically disadvantaged.

We have three feeder elementary schools in our district: Jamestown Elementary School, Salem Elementary School, and Russell Springs Elementary School. The student population at Russell County Middle School averages 653 students. The student demographics are: 81.7% White, 15.6% Hispanic or Latino, 0.7% African American, and 2% other. Russell County Middle School is a Title I School. Our staff consists of the following: one principal, two assistant principals, two guidance counselors, one library media specialist, one curriculum coach, twenty-four core content teachers, nine exceptional education teachers, one EL teacher, and four encore teachers. 54% of our teachers have a Rank I, 28% have a Rank II (master's degree), and 16% have a Rank III (bachelor's degree).

RCMS has access to migrant and EL support staff, along with a Family Resource/ Youth Services Center. Mental health agencies, both on-campus (Healthy Kids Clinic) and off-campus, are available to students for counseling. There is a strong focus on students who need additional supports and RCMS is working diligently to meet their diverse learning needs. Bi-weekly PLCs occur to continuously monitor student progress and discuss refining strategies and differentiating instruction to help all students be successful.

School Stakeholders

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

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

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

School's Purpose

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

Mission Statement

At Russell County Middle School, our mission is to create a supportive, student-centered environment that prioritizes academic success and personal growth in every decision we make.

Vision Statement

We strive to empower all students to reach their full potential by offering a rigorous, differentiated curriculum that prepares them for success in the 21st century. We are committed to equitable access to high-quality learning for all.

Belief Statements

Students and the Learning Process

- Every student is unique and deserves the chance to reach their full potential.
- Strong relationships with adults and peers foster academic and personal success.

Curriculum and Instruction

- Effective learning relies on alignment between curriculum, instruction, and assessment.
- Using data to guide instruction improves both teaching and student achievement.

Community

- Collaboration between families, the community, and the school strengthens student learning.
- Students should feel a sense of belonging and responsibility as members of their school and community.

The purpose of Russell County Middle School is to prepare our students to be High School Ready, which should lead to becoming College and Career Ready. Students enrolled at RCMS will have science, social studies, math, and ELA (English Language Arts) classes. 7th and 8th grade students can choose to enroll in Pre-College Prep ELA and/or math courses. Students will also have an Encore period where they will participate in arts and humanities, keyboarding, health/P.E., swimming, and band. 8th grade students have the opportunity to take vocational courses at the Lake Cumberland Area Technology Center.

RCMS provides school-wide interventions to students in reading and math with and enrichment course, called RISE time, that is built into the daily schedule. RISE time is a MTSS (Multi-Tiered System of Supports) framework that is a comprehensive, proactive, and integrated approach to providing academic, behavioral, and social-emotional support to all students. Targeted students also receive additional interventions with even more individualized instruction to meet specific needs with the assistance of a teacher provided through Title I funding and an ESS Daytime Waiver. PBIS (Positive Behavior Interventions & Supports) expectations have been established as well. RCMS administers universal screeners to all students three times per year with MAP (Measures of Academic Progress). This data is used to analyze student progress and plan appropriate interventions based on strengths and weaknesses.

Russell County Middle School provides opportunities for parents/guardians to remain active participants within their child's education. Examples include open house, PTO meetings, and SBDM meetings. Parents are also encouraged to have access to Parent Portal through Infinite Campus to have continuous information regarding their students' academic performance and attendance. Parent Square is a new app being used for communication between the school district and parents/ guardians.

Russell County Middle School provides the following additional opportunities for creativity and involvement and to build positive relationships in support of the mission, vision and belief statements: ESS (Extended School Services), Pep Club, Y-Club, 4-H Club, Academic Team, Various Athletic Teams and Book Club.

Notable Achievements

Describe the school's notable achievements in the last three years.

Students at Russell County Middle School made remarkable gains on the KSA assessments for the 2024-2025 school year. 46.3% of all students (grades 6-8) scored proficient or distinguished on the reading assessment. 45.6% of all students (grades 6-8) scored proficient or distinguished on the math assessment. 34.1% of 8th grade students scored proficient or distinguished on the social studies assessment. 48.1% of 8th grade students scored proficient or distinguished on the combined writing assessment.

Russell County Middle School students are successful both inside and outside the classroom. RCMS Y-Club is a student-led club that participates in service and community activism through fellowship with peers, teacher sponsors, and Kentucky

YMCA staff. This promotes critical thinking, leadership, and social responsibility. Each year, Y-Club attends the Kentucky Youth Assembly (KYA) and Kentucky United Nations Assembly (KUNA). For these events, the club creates oral debates, writes bills, and creates a global village. Parents and community stakeholders help guide this club toward success by serving as mentors to Y-Club members, assisting with fundraising, and helping construct global village props. RCMS Y-Club has earned many awards including Best Native Attire, Best Appeal, Outstanding Bills, Outstanding Global Village, Delegation of Excellence, Outstanding Speakers, and Outstanding Ambassadors.

Russell County Middle School also celebrates many athletic and extracurricular accomplishments. Some of these include:

- 7th grade girls and boys basketball winning the CKMSAC tournament
- Two RCMS students won the KBN Jr. State Championship for the bass fishing team
- RCMS Baseball won the CKMSAC tournament
- The baseball team played in the KY Middle School West Semi-State Tournament Semi-Finals
- Many of our students participate in girls and boys basketball for the JV and Varsity basketball teams
- Students enrolled in band class have the opportunity to participate in the RCHS marching band
- Many students participate in 4-H contest throughout the school year and during the summer months
- 7th grade girls volleyball won the CKMSAC championship
- 7th and 8th grade band earned a distinguished rating at the KY Music Educators Association
- 4 students participated in the Rogers Scholar program
- one student placed 4th at the state wrestling championship

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Over the next three years, RCMS will continue to work on our school goals with curriculum alignment and student mastery of standards. According to MAP benchmark results, many of our current students are below grade level. This is an area of concern along with our gap areas of students with disabilities and economically disadvantaged students. We intend to focus on continues review of prior standards while providing multiple small-group intervention services during RISE time and throughout the day to allow for more individualized student growth. The use of IXL is a schoolwide commitment used to improve students' individual skill levels in all content areas. We will continue to implement PBIS to improve our school's culture and offer programs for students to become college and career

ready and build character. RCMS will strive to have more involvement and communication with our stakeholders, including parents and community members.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: School Assurances_10212025_10:09

2025-2026 Phase Two: School Assurances

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Table of Contents

2025-2026 Phase Two: School Assurances 3

2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

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

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ● **Yes**
- o No
- o N/A

COMMENTS

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

- ● **Yes**
- o No
- o N/A

COMMENTS

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

- ● **Yes**
- o No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

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

COMMENTS

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

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

COMMENTS

Title I Schoolwide Programs

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

Title I Targeted Assistance School Programs

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

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

● **Yes**
○ No
○ N/A

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: The Needs Assessment for Schools_10222025_13:29

2025-2026 Phase Two: The Needs Assessment for Schools

Russell County Middle School
Susan Stringer
2258 S Hwy 127
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United States of America

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Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools 3

2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where the meetings were documented.

At Russell County Middle School, our work is guided by the Key Core Work Processes as we strive to design, implement, and refine a curriculum that supports continuous improvement. Standards will be regularly reviewed and adjusted to ensure alignment with student needs and district expectations. Both formal and informal observations will be conducted to monitor instructional effectiveness and provide meaningful feedback to teachers. Instruction will incorporate highly effective, evidence-based, and culturally responsive strategies, including the use of KAGAN structures to promote collaboration and engagement. High-quality

instructional resources, such as *myPerspectives* and *HMH Into Math*, will serve as the foundation for teaching and learning across all content areas.

To strengthen assessment literacy and maintain a balanced system of assessment, RCMS will facilitate regular PLC meetings focused on data-driven decision-making. Teachers will collaborate to develop and implement interactive pacing guides for each curriculum and will analyze formative and summative data to inform instruction. Students will participate in MAP benchmark assessments three times per year, with results used to guide instructional planning and monitor progress toward proficiency.

RCMS is committed to cultivating a fair, caring, and inclusive learning environment where students thrive both academically and socially. Teachers intentionally use strategies that foster engagement, motivation, and growth. The school's culture emphasizes positive reinforcement and recognition, offering students multiple opportunities to be celebrated for their achievements. Examples include the Laker Card program, quarterly academic celebrations, and MAP growth rewards, all designed to reinforce a strong sense of belonging and pride within the RCMS community.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

Goal 1

Russell County Middle School will have 52% of students scoring proficient/ distinguished in reading and 50% of students scoring proficient/distinguished in mathematics by 2025.

Objective 1: Russell County Middle School will have 52% of students scoring proficient/distinguished in reading and 50% of students scoring proficient/ distinguished in mathematics by 2025.

Strategies and Supports Include:

- KCWP 1 & 2 -
  - Teachers participated in bi-weekly PLCs to discuss high quality instructional resources, strategies, and student mastery of standards.
  - Informal and formal observations were completed by principals.
  - High quality instructional resources were used across content areas: *myPerspectives, Open Up Resources, IXL, Reading Plus,* and *Mosa Mack*
  - Teachers participated in professional development throughout the school year.

- KCWP 4 -
  - Principals and teachers analyzed MAP data and used the data to guide instruction.
  - Students worked on reading comprehension skills using *Reading Plus*.
  - Students participated in the Accelerated Reader program to increase reading proficiency.
  - IXL Math was used as an intervention tool to build toward concept mastery and accelerate learning.

Goal 1/Objective 1 was met. Fifty-five percent (55%) of students scored proficient/distinguished in reading. Fifty-two percent (52%) of students scored proficient/distinguished in mathematics. Both the ELA and mathematics departments plan to continue to focus on using High Quality Instructional Resources (HQIRs) in their classrooms. The mathematics department has adopted a new curriculum for the 2025-2026 school year: *HMH Into Math*. Both subject areas will utilize IXL to progress monitor for MTSS (Multi-Tiered System of Supports). Teachers will also track student growth throughout the year using both unit assessment data and MAP testing data.

Goal 2

Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.

Objective 1: Russell County Middle School will have 48% of students scoring proficient/distinguished in combined writing performance, 37% of students scoring proficient/distinguished in science, and 45% of students scoring proficient/distinguished in social studies, by 2025.

Strategies and Supports Include:

- KCWP 1 & 2 -
  - Teachers participated in bi-weekly PLCs to discuss high quality instructional resources, strategies, and student mastery of standards.
  - Informal and formal observations were completed by principals.
  - Science teachers used Mosa Mack Science program and OpenSciEd curriculum that challenged students to solve real-world problems while exploring the Next Generation Science Standards.
- KCWP 4 -
  - Principals and teachers analyzed MAP data and used the data to guide instruction.
  - Students complete a benchmark assessment three times per year.
  - Science IXL assignments are used to build new vocabulary and deepen student understanding of the world around them.

Goal 2/Objective 1 was partially met. Fifty-two percent (52%) of students scored proficient/distinguished on combined writing. Forty-five percent (45%) of students scored proficient/distinguished in social studies. The P/D scores for combined writing and social studies exceeds the targeted percentage. Thirty-three percent (33%) of students scored a proficient/distinguished in science. This does not meet the original goal of thirty-seven percent (37%). ELA, science, and social studies plan to continue to use high quality instructional resources (HQIRs) as their main curriculums. ELA teachers will utilize IXL to progress monitor for MTSS (Multi-Tiered System of Supports). All three content area teachers will track student growth throughout the year using both unit assessment data and MAP testing data.

Achievement Gap

Economically disadvantaged students will increase proficient/distinguished in reading to 46% and mathematics to 40% as measured by the 2025 KSA.

Students with disabilities will increase proficient/distinguished by 3% in reading and mathematics as measured by the 2025 KSA.

Strategies and Supports Include:

- KCWP 1 & 2 -
  - PLC agendas and notes summarize curricular alignment with standards and areas of growth/weakness according to assessment data.
  - Informal and formal observations were completed by principals.
- KCWP 4 -
  - PLC agendas and notes summarize a tracking system for monitoring student growth using MAP testing data.
- KCWP 5 -
  - School culture and climate was monitored and reviewed monthly by assistant principals and PBIS team members.
  - Social and emotional learning (SEL) lessons were implemented monthly by guidance counselors.
  - FRYSC (Family Resource and Youth Services Center) provided a diverse range of services to students to eliminate academic barriers.

The goals set for economically disadvantaged students was met for both reading and mathematics. Forty-eight percent of economically disadvantaged students scored proficient/distinguished in both reading and mathematics.

The reading portion of the goal set for students will disabilities was met. Only ten percent (10%) of students with disabilities scored proficient/distinguished in 2023-2024. On the 2024-2025 KSA, fifteen percent (15%) of students with disabilities scored proficient/distinguished -- exceeding the growth goal of 3%.

The mathematics portion of the goal set for students with disabilities was not met. Fourteen percent (14%) of students with disabilities scored proficient/distinguished in both the 2023-2024 and 2024-2025 school years.

Mathematics and ELA teachers will continue to utilities high-quality instructional resources and instructional strategies to increase overall proficient/distinguished scores. Students will be placed in MTSS groups during their RISE class period to monitor progress and work on skills in their weakest areas.

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

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Trends:

- Behavior continues to be an area of improvement. Office referrals and suspensions have continued to decrease over the past three school years. Only eleven percent (11%) of students have had a behavior event at this point in the school year.
- Although the percentage of students scoring proficient/distinguished in science increased by two percent (2%) from 2023-2024 to 2024-2025, it remains our smallest percentage of proficient/distinguished scores at thirty-three percent (33%).
- The attendance rate for the 2024-2025 was 92.06%.
    - 6th Grade: 93.14%
    - 7th Grade: 91.76%
    - 8th Grade: 91.22%

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

• Kentucky Summative Assessments
• Benchmark assessments
• Formative assessments
• Graduation rate
• Progress in achieving English language proficiency
• Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and

summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.

• Fifty-four percent (54%) 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.

Current Academic State:

- Fifty-five percent (55%) of students scored proficient/distinguished in reading on the 2024-2025 KSA.
- Fifty-two percent (52%) of students scored proficient/distinguished in mathematics on the 2024-2025 KSA.
- Forty-five percent (45%) of students scored proficient/distinguished in social studies on the 2024-2025 KSA.
- Fifty-two percent (52%) of students scored proficient/distinguished in combined writing on the 2024-2025 KSA.
- Thirty-three percent (33%) of students scored proficient/distinguished in science on the 2024-2025 KSA.
- Students complete formative assessments daily in all content areas.
- Students complete common grade-level summative unit assessments. Teachers analyze this data to drive instruction.
- Students complete benchmark assessments (MAP) three times per year: fall, winter, and spring.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

• Educator and school staff retention rates
• High-quality professional learning opportunities
• Chronic absenteeism
• School climate
• Behavior
• Staff and student access to mental healthcare
• Family and community involvement

Example of Current Climate and Culture Narratives:

• Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

• Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Current Climate and Culture State:

- Teacher Certification Status:
  - Bachelor's - 54%
  - Master's - 28%
  - Rank I - 16%
  - Specialist - 16%
- Twenty-eight percent (28%) of our students had a behavior event during the 2024-2025 school year.
- Seventy-one percent (71%) of our students are economically disadvantage, thirteen percent (13%) have disabilities, and fourteen percent (14%) are homeless.
- According to the Quality of School Climate and Safety Survey (QSCS), ninety-two percent (92%) of students feel that RCMS is a caring place. Ninety percent (90%) of students feel like they are apart of our school.

Strengths

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

Example:

• We have active partnerships with twelve community organizations and businesses.

• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

- Proficiency has increased in all content areas: reading, mathematics, science, social studies, and combined writing.
- One hundred percent (100%) of teachers are Russell County Middle School have participated in Kagan Professional Development Workshops. Kagan Structures are research-based instructional strategies that have a track record of improving academic achievement and social outcomes.
- Teachers in the mathematics department (6 total teachers) participated in professional development trainings regarding their new curriculum -- *HMH Into Math*.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

- Students will have opportunities to meet various college representatives to begin planning for their futures. A representative from Somerset Community College meets with students during their Encore classes once a month.
- Russell County Middle School will coordinate with Russell County High School for 8th grade students to tour the Lake Cumberland Area Technology Center and other career pathway classes (computer programming, education, agriculture, etc.) to plan for their freshman year of high school.
- Russell County Middle School will partner with the Russell County Public Library to encourage students to read as an extracurricular activity. The RCMS Library will host reading challenges for all grade levels to participate in.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

All content areas will use high-quality instructional resources as their main curricula: *myPerspectives, HMH Into Math, Mosa Mack,* etc. IXL will be used to monitor student growth during the MTSS class period.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

Teachers at Russell County Middle School have attended Kagan Workshops for professional development. Teachers of all content areas will incorporate Kagan structures into instruction. Kagan structures are are instructional strategies that improve academic and social achievements.

Students with behavior goals will participate in the Check-In/Check-Out Program.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

● **No**

○ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

Students will complete benchmark assessments (MAP testing) three times per year: fall, winter, and spring. Assessment data will be analyzed and used to guide instruction in the regular classroom along with the MTSS class period.

Students will complete daily formative assessments to check for understanding. Common grade level summative assessments will be given. This assessment data will also be used to guide instruction.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Three: Comprehensive School Improvement Plan_11102025_13:31

2025-2026 Phase Three: Comprehensive School Improvement Plan

Russell County Middle School
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Table of Contents

2025-2026 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

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

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

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

ATTACHMENTS

Attachment Name

25-26 CSIP

Attachment Summary

Attachment Name	Description	Associated Item(s)
25-26 CSIP	25-26 CSIP for Russell County Middle School	• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

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

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
    - KCWP 1: Design and Deploy Standards
    - KCWP 2: Design and Deliver Instruction
    - KCWP 3: Design and Deliver Assessment Literacy
    - KCWP 4: Review, Analyze and Apply Data Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

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

Objective(s):
Increase the proficiency of students with disabilities (with IEP) in reading and mathematics by 2% as measured by the state assessment in May 2026. More specifically, proficient/distinguished scores will increase from 15% to 17% in reading and 14% to 16% in mathematics.

Strategy:
KCWP 1 (Design & Deploy Standards)/KCWP 2 (Design & Deliver Instruction):

High-quality instructional resources/curriculums that align to *Kentucky Academic Standards* are implemented with a high level of fidelity. High-level Tier I instruction is provided to all students. Teachers utilize evidence-based instructional strategies.

KCWP 4 (Review, Analyze, Apply Data):

Systems are in place to ensure data is used to inform instructional decision-making for individual student success.

Activities:
KCWP 1 (Design & Deploy Standards)/KCWP 2 (Design & Deliver Instruction):

1. Ensure curricular alignment reviews are an ongoing action of the PLC's planning process
2. Ensure monitoring measures are in place to support high fidelity in teaching to the standards by way of formal and informal observations, classroom data/running records, and standards mastery checks
3. High quality instructional resources will be used as curriculum for ELA and mathematics courses.
4. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery
5. Use summative assessment evidence to inform instruction for individual students and groups of students
6. Students with disabilities may be enrolled in Resource classes for math and ELA for small group instruction and re-teaching.
7. Ensure ongoing professional learning and implementation of best practices and student engagement strategies
8. Ensure monitoring measures are in places to track student progress on IEP goals

KCWP 4 (Review, Analyze, Apply Data):

1. Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
2. Teachers will monitor and document student progress for tiered interventions/MTSS.
3. Students will receive additional tutoring and instruction tailored to their specific needs during RTI (provided by Daytime ESS Waiver) and in after school tutoring.
4. Students are enrolled in an enrichment/remediation class period for MTSS (Multi-Tiered System of Supports).

Progress Monitoring:

KCWP 1 (Design & Deploy Standards)/KCWP 2 (Design & Deliver Instruction):

1. Principals, teachers, and instructional coach will participate in bi-weekly PLCs. PLCs will discuss high quality instructional resources, strategies, and student mastery of standards.
   PLC agendas and notes summarize curricular alignment with standards and areas of growth/weakness according to assessment data.
2. Principals will complete walkthroughs (informal observations) quarterly to observe for high quality instruction and strategies being used to support curriculum. Principals will complete formal observations when required or as needed.
   Formal and informal observations will identify high quality instruction/instructional strategies being used to support curriculum.
3. *myPerspectives* is an English language arts curriculum that values the perspective of the learner and provides learning experiences that promote higher achievement and develop skills needed for college and career readiness. *HMH Into Math* is a math curriculum that deepens students' mathematical understanding through hands-on learning and real-world connections. Teachers will use both curriculums continuously throughout the school year.
   PLC agendas and notes summarize the implementation of grade-level standards, high quality instruction, and assessment with support systems.
4. Instructional Coach will provide teachers with support, assist with data analysis, and assist with implementation of high-quality instructional resources and teaching strategies continuously throughout the year.
   PLC agendas and notes summarize supports provided by Instructional Coach that include creating high quality assessments and use of effective instructional strategies.
5. Teachers will use *Pear Assessment* during each unit – an educational assessment platform that provides tools for them and administration to create, deliver, and analyze student assessments.
   PLC agendas and notes summarize a tracking system to monitor mastery of standards for each student to guide instructional planning, student grouping, and student goal setting.
6. Students are enrolled in Resources classes for math and ELA based on their IEP goals and assessment data.
   IEP Documentation, Assessment Data
7. Teachers and school administration will attend ongoing professional learning opportunities focusing on best practices and student engagement.

PLC agendas and notes summarize implementation of best practices and instructional strategies along with presentations from teachers/administrators who attend trainings and share new information learned.

8. A Special Education Consultant works with Special Education Teacher to ensure that IEP goals are regularly monitored and folders with student data are maintained.
   IEP Documentation, ARC Meeting Conference Summaries, Special Education Documentation/Folders

KCWP 4 (Review, Analyze, Apply Data):

1. Principals, teachers, and instructional coach will analyze MAP data three times per year – fall, winter, and spring.
   PLC agendas and notes summarize a tracking system for monitoring student growth using MAP (reading, mathematics, and language mechanics) testing data.
2. IXL Math and Reading is utilized as an intervention tool to build individualized skills to work toward concept mastery and/or accelerated learning. Students will work on these skills every day during their MTSS class period.
   Documentation of student data/progress monitoring for MTSS class periods
3. Teachers work with students in small groups or one-on-one during after school tutoring and RTI periods.
   Documentation of ESS Daytime Waiver/After School
4. Teachers design lessons geared toward each level of student learning needs: Tier I, Tier II, and Tier III. Students work on mathematical and ELA skills based on their deficits in those areas every day.
   Documentation of student data/progress monitoring for MTSS class periods

Funding:

KCWP 1 (Design & Deploy Standards)/KCWP 2 (Design & Deliver Instruction):

1. No funding
2. No funding
3. *myPerspectives*: No funding
   HMH Into Math: $128,443.73 (Fund I)
4. Instructional Coach: $103,841.00 (Title I)
5. *Pear Assessment*: $4,686.11 (Title I)
6. No funding
7. Kagan: $10,173.00 (Title)
   Cognia: $628.00 (Title)
   Leading Lakers: $250 (Title I)
8. Special Education Consultant: $73,073.08 (IDEA B)

KCWP 4 (Review, Analyze, Apply Data):

1. MAP Growth: $9,425.00 (Title I)
2. IXL Math and Reading Programs: $16,706.25 (SEEK Fund)
   Supplies for MTSS: $672.00 (Title I)
3. After School (53 days): $2,650.00 (Title I)
   Title Interventionist (25 days): $3,000.00 (Title I)

4. No funding

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
Students at Russell County Middle School will increase proficiency in the areas of mathematics and reading. By May 2028, Russell County Middle School will have 58% of students scoring proficient/distinguished in mathematics and 62% of students scoring proficient/distinguished in reading as measured by the state assessment.

Objective(s):
Increase reading and mathematics proficiency by 2% as evidenced by the May 2026 state assessment. More specifically, proficient/distinguished scores will increase from 56% to 58% in reading and 52% to 54% in mathematics.

Strategy:
KCWP 1 (Design & Deploy Standards)/KCWP 2 (Design & Deliver Instruction):

High-quality instructional resources/curriculums that align to *Kentucky Academic Standards* are implemented with a high level of fidelity. High-level Tier I instruction is provided to all students. Teachers utilize evidence-based instructional strategies.

KCWP 4 (Review, Analyze, Apply Data):

Systems are in place to ensure data is used to inform instructional decision-making for individual student success.

Activities:
KCWP 1 (Design & Deploy Standards)/KCWP 2 (Design & Deliver Instruction):

1. Ensure curricular alignment reviews are an ongoing action of the PLC's planning process
2. Ensure monitoring measures are in place to support high fidelity in teaching to the standards by way of formal and informal observations, classroom data/running records, and standards mastery checks
3. High quality instructional resources will be used as curriculum for ELA and mathematics courses.
4. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery
5. Use summative assessment evidence to inform instruction for individual students and groups of students
6. Ensure ongoing professional learning and implementation of best practices and student engagement strategies

KCWP 4 (Review, Analyze, Apply Data):

1. Ensure that formative and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.

2. Teachers will monitor and document student progress for tiered interventions/MTSS.
3. Students will receive additional tutoring and instruction tailored to their specific needs during RTI (provided by Daytime ESS Waiver) and in after school tutoring.

Progress Monitoring:

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2. IXL Math and Reading is utilized as an intervention tool to build individualized skills to work toward concept mastery and/or accelerated learning. Students will work on these skills every day during their MTSS class period.
   Documentation of student data/progress monitoring for MTSS class periods
3. Teachers work with students in small groups or one-on-one during after school tutoring and RTI periods.
   Documentation of ESS Daytime Waiver/After School

Funding:

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1. No funding
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1. MAP Growth: $9,425.00 (Title I)
2. IXL Math and Reading Programs: $16,706.25 (SEEK Fund)
   Supplies for MTSS: $672.00 (Title I)
3. After School (53 days): $2,650.00 (Title I)
   Title Interventionist (25 days): $3,000.00 (Title I)
   ESS Coordinator: $2,783.00 (ESS)
   ESS Daytime Waiver: $15,098.00 (ESS)

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.