



## 2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

2025-2026 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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## **2025-2026 Phase One: Continuous Improvement Diagnostic for Districts**

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. 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 district's 2025-2026 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
- District Trauma-Informed Approach Plan

### **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 the CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Section 3(5)(a).***

Please enter your name and date below to certify.

Michael Ford

September 2, 2025



## 2025-2026 Phase One: Executive Summary for Districts

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## 2025-2026 Phase One: Executive Summary for Districts

### 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 18,458, 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 5.0% as of July 2025 compared to the 5.8% the previous month and 5.1% the same month last year. Kentucky's state unemployment rate for this same time period was 4.9% and the nation was 4.2%.

The school system has 2,949 students from Preschool to Grade 12 with 1,540 male students and 1,409 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. 72.3% of students qualify for free and reduced lunch. The Hispanic population is currently 15%; English Language Learners in the schools are 6.3%, 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 20% and is an area the district is focusing on in all of the schools. With Response to Intervention (Rtl), 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 835 students; one middle school consisting of grades 6-8 with 645 students; and three elementary schools, the largest being Russell Springs Elementary (Preschool - 5th grade) which consists of 609 students, Jamestown Elementary (Preschool - 5th grade) with 474 students and Salem Elementary (Preschool - 5th grade) with 386 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 194 certified staff consisting of 48 males and 146 females. Teachers regularly pursue and obtain advanced degrees with 65.6% holding a Master's degree, 42.1% with a

Rank I degree and 19.5% have earned a Specialist degree. Our certified teachers have an average of 13 years of experience. Teacher turnover is 20.3%.

## 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 supplementary 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.

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- 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

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

- Russell Springs Elementary - 2025 Kentucky Farm Bureau's "Excellence in Ag Literacy Award" - First Grade Teacher
- Russell County High - 2025 Cognitive Coaching Cohort
- Russell County School District - The SEED Academy - agritech training center - 2025 groundbreaking ceremony
- Russell County High School - 2024-2025 Technology Student Association (TSA) Top Ten National Finalist
- 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 established

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- 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 - 2023 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
  - Russell County Schools - New Teacher Induction Cadre

### Areas of Improvement

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

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

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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. Certified staff participate in high-quality professional learning through the Kentucky Reading Academies with Language Essentials for Teachers of Reading and Spelling (LETRS) and the Kentucky Numeracy Academies with Educators' Professional Implementation Center (EPIC) Kentucky Numeracy Alliance and Kentucky Numeracy Counts (KCM). 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.

## **COMMENTS**

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### 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 Character Strong, a social and emotional learning (SEL) curriculum for Pre-K through 12th grade students that aims to foster academic growth, a sense of belonging, and student well-being by teaching foundational life skills such as emotion understanding, empathy, goal-

setting, and responsible decision-making through lessons, challenges, and teacher professional development.

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)
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## 2025-2026 Phase Two: District Assurances

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## 2025-2026 Phase Two: District Assurances

### 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). 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 2025-2026 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

No

#### **COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2025-2026 Phase Two: District Safety Report

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## **2025-2026 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.

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.

Pursuant to KRS 156.095, 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, in accordance with KRS 156.095, 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 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 KRS 158.162(3)(d) requires, 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. Additionally, a school marshal 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 in July prior to the start of the school year to review each school's emergency plan and a copy of has been provided to 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 best 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 implemented.

8. Was each school's emergency plan reviewed following the end of the prior school year by the school nurse, 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 for each school 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 the EMP with faculty and staff prior to the 1st instructional day.

JES: 8/4/25

RSES: 8/4/25

SES: 8/7/25

RCMS:

RCMS: 8/11/25

10. 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, all schools have an AED and have trained appropriate staff.

11. Has the cardiac emergency response plan for each school 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, the cardiac emergency response plan was simulated by school nurses and athletics personnel.

12. 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.*

All schools conducted the four required drills within the first 30 days of school.

13. 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 conducted.

14. 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.

15. 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.*

District nurses collaborate with athletic directors and coaches to do these simulations ongoing throughout the sports seasons.

16. Do all schools in the district have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline, and the Safe Haven Baby Boxes Crisis Line displayed prominently as required by KRS 156.095? Downloadable posters are available on KDE's Human Trafficking Website. [KDE's Human Trafficking Website](#)

Yes, all schools have the required informational posters on display.



# 2025-2026 Phase Two: District Trauma-Informed Approach Plan

2025-2026 Phase Two: District Trauma-Informed Approach Plan

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## 2025-2026 Phase two: District Trauma-Informed Approach Plan

### Operational Definitions

While there are a number of different definitions and measures for what it means to be a trauma-informed school, the Kentucky Department of Education's will use the term trauma-informed as the goal for schools and recognize being trauma-informed as encompassing aspects of trauma awareness, trauma sensitivity and trauma responsiveness.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to address the required statutory components outlined above. There can be multiple strategies for each component.

**Data used to document/monitor implementation:** Appropriate data that shows how well the district is addressing the required component of the plan as well as progress monitoring. The measures may be quantitative or qualitative but are observable in some way. Examples may include student survey data, pre-/post- questionnaires to assess enhanced trauma awareness, school climate assessment results, discipline data, etc. For progress monitoring, the district should use a process to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

**Resources and partners used:** Local, state, or federal funds/grants used to support (or needed to support) the implementation. In addition, districts and schools may partner with community agencies and local experts to help address key components of the trauma-informed plan.

**Timeline:** This identified the timeframe in which the strategy or practice will be implemented. The timeline should take into account whether it is flexible enough to accommodate changes and should be reviewed and updated regularly.

**Roles or committee(s) responsible:** The individual or group identified to implement the specific strategy/practice to address the requirement component. This could include some or all members of a trauma-informed team, as outlined in [KRS 158.4416](#). Additionally, it could include members of the School Safety and Threat Assessment Teams ([KRS 158.4412](#)) or other existing multi-disciplinary teams within the district.

Using the Trauma-Informed Approach Plan Template

The template is designed to ensure all statutory components are addressed in the district plan by identifying appropriate strategies/practices, data, resources, timelines, and responsible individuals or groups to effectively implement the plan.

o Click Yes and upload your completed template in the attachment area directly below.


● Yes

**COMMENTS**



**ATTACHMENTS**

**Attachment Name**

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 Trauma-Informed Plan 2025-2026 - completed template

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Trauma-Informed Plan 2025-2026	This is the updated Board approved TIP for the 2025-2026 school year.	.
 Trauma-Informed Plan 2025-2026 - completed template		.

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2025-2026

*KRS 158.4416(1) defines a "trauma-informed approach" as, "incorporating principles of trauma awareness and trauma-informed practices in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are known well by at least one (1) adult in the school setting."*

*Section (5) requires each local board of education and board of a public charter school to develop a plan for implementing a trauma-informed approach in its schools. The plan shall include but not be limited to strategies for:*

- (a) Enhancing trauma awareness throughout the school community;*
- (b) Conducting an assessment of the school climate, including but not limited to inclusiveness and respect for diversity;*
- (c) Developing trauma-informed discipline policies;*
- (d) Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students; and*
- (e) Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student.*

**District Name: Russell County Schools**

**District Contact: Michael A. Ford, Superintendent of Schools**

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
<b>COMPONENT 1:</b> Ensuring that all students are known well by at least one adult in the school setting.	Elementary: Faculty/Staff spend the first three days of school (and thereafter) building rapport with students by conducting interest inventories, getting-to-know-you activities, etc.  Middle: Collect data through a Google Form, asking students to list their trusted adult(s) at RCMS. For students who wrote "I don't know," "No one," "I don't trust anyone," etc., names are given to their	<ul style="list-style-type: none"> <li>• Infinite Campus (PLP tab)</li> <li>• Counseling log</li> <li>• FRYSC log</li> <li>• Service calendars</li> <li>• Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs</li> <li>• Teacher</li> <li>• Guidance Counselor</li> <li>• Administrators</li> <li>• FRYSC</li> <li>• Healthy Kids staff</li> <li>• Kagan structures for Team Building</li> </ul>	Yearly	<ul style="list-style-type: none"> <li>• Admin team (principals, guidance counselor, FRYSC coordinator)</li> <li>• Faculty &amp; Staff</li> <li>• Grade Level Teams</li> </ul>

### School Safety and Resiliency Act Trauma-Informed Approach Plan for 2025-2026

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	<p>team leads, administrators, encore teachers, and office staff so that those relationships will be built with intention.</p> <p>High: Insures students have a trusted adult by naming and claiming all students. During PLC meetings student data is shared with teachers and then teachers claim students they feel they can mentor and support throughout the year. PLC's allow teachers to share concerns and connect with other teachers so student progress is consistent across the curriculum.</p>				

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2025-2026

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
<p><b>COMPONENT 2:</b></p> <p>Enhancing trauma awareness throughout the school community</p>	<p>All new staff, both certified and classified, attend Bounce Training, focusing on building the resiliency in children, adults, and families by recognizing the impact of adverse childhood experiences and the skills to help people bounce back from adversity.</p> <p>PLCs focused on trauma-informed care, school climate, Kagan strategies, special groups (i.e. English learners, students with disabilities, etc.).</p> <p>Identifying students with academic and social-emotional needs in PLCs and admin meetings</p> <p>FRYSC &amp; mental health information on the availability of assistance for students</p> <p>Safe Schools online training (suicide prevention/mental health)</p>	<ul style="list-style-type: none"> <li>• Staff training records</li> <li>• Infinite Campus (PLP tab)</li> <li>• Counseling log</li> <li>• FRYSC log</li> <li>• Service calendars</li> </ul>	<ul style="list-style-type: none"> <li>• Bounce 101 and 102 training materials from the Bounce Coalition</li> <li>• PLCs</li> <li>• Kagan Training and Resources</li> <li>• FRYSC information</li> </ul>	<p>Yearly</p>	<ul style="list-style-type: none"> <li>• District Mental Health Specialist</li> <li>• Director of Pupil Personnel</li> <li>• School Staff</li> <li>• FRYSC and Healthy Kids Staff</li> </ul>

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2025-2026

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
<p><b>COMPONENT 3:</b></p> <p>Conducting an assessment of the school climate (including but not limited to inclusiveness and respect for diversity)</p>	<p>School climate survey information will be analyzed by the student services department each year. In addition, team will examine data from the Kentucky Incentives for Prevention survey given to students and the Impact Survey given to staff.</p>	<ul style="list-style-type: none"> <li>• KSA Survey (student feedback)</li> <li>• KIP Survey (student feedback)</li> <li>• Impact Survey (staff feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• KDE</li> <li>• Reach Evaluation</li> <li>• KDE</li> </ul>	<p>KSA - Annually            KIP - Biennial            Impact Survey -Biennial</p>	<ul style="list-style-type: none"> <li>• Student Services Department Team</li> </ul>
<p><b>COMPONENT 4:</b></p> <p>Developing trauma-informed discipline policies</p>	<p>Continued partnership with Bounce Coalition to refine restorative practices within our discipline policies</p>	<ul style="list-style-type: none"> <li>• Number of school discipline referrals</li> <li>• Number of repeated referrals per student</li> </ul>	<ul style="list-style-type: none"> <li>• Bounce Coalition</li> <li>• Infinite Campus Data</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Director of Pupil Personnel</li> <li>• School Administrators</li> </ul>
<p><b>COMPONENT 5:</b></p> <p>Collaborating with the Department of Kentucky State Police, the local sheriff and the local chief of police to create procedures for notification of trauma-exposed students (Handle with Care/HWC notification)</p>	<p>Contact information is kept up-to-date so that the appropriate administrators, counselors, and SROs are getting Handle with Care (HWC) notifications from all agencies.</p>	<ul style="list-style-type: none"> <li>• HWC notifications and the response is documented by the district Mental Health Therapist.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle with Care system from KSP (updated with Post 15 Victims Advocate)</li> <li>• All state and local law enforcement agencies</li> </ul>	<p>Annually            Ongoing monitoring and reporting of changes</p>	<ul style="list-style-type: none"> <li>• Director of Pupil Personnel</li> <li>• Mental Health Specialist</li> <li>• SROs</li> <li>• Administrators &amp; Counselors</li> </ul>

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2025-2026

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
<p><b>COMPONENT 6:</b>            Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student.</p> <p><i><b>Please identify the strategies for Tier 1, 2 and 3</b></i></p>	<p><u>Tier I</u>            All students receive social and emotional learning (SEL).            All students have access to a FRYSC center and a School Resource Officer at each individual school.</p> <p><u>Tier II</u>            Check-in Check-out system with targeted students            Academic interventions            FRYSC targeted small groups            Mentoring Program at RCMS            Laker Success Academy at RCHS</p> <p><u>Tier III</u>            Mental Health Specialist responds to crises            Mental Health Specialist assists in making referrals to counseling agencies for ongoing services            Threat Assessment teams convene to write case management plans for students in need.</p>	<ul style="list-style-type: none"> <li>• Classroom Records,</li> <li>• FRYSC Service Records,</li> <li>• Response to Intervention (RTI) logs &amp; data</li> <li>• Check-in/check-out logs,</li> <li>• Mentor Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Social/Emotional Learning Curriculum:</li> <li>• Elementary - Sanford Harmony curriculum (classroom use)</li> <li>• Middle - Second Step</li> <li>• High - Sources of Strength</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• Classroom Teachers</li> <li>• FRYSC</li> <li>• SROs</li> <li>• Administrators</li> <li>• Mental Health Specialist</li> </ul>



## 2025-2026 Phase Two: The Needs Assessment for Districts

2025-2026 Phase Two: The Needs Assessment for Districts

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## **2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

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

Intentional analysis and review of Kentucky Summative Assessment (KSA) data, as allowable with KDE timeframes, 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

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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, Rtl and/or close monitoring within Tier I instruction along with other multi-tiered systems of support. 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, to seek 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.

## 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 will your results 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 2024-2025: Middle School Reading, Math, Social Studies and Writing, Elementary and High School Science, Middle and High School Quality of School Climate and Safety Survey

Objectives NOT met for 2024-2025: Postsecondary Readiness, Graduation, Elementary and High School Reading, Math, Social Studies and Combined Writing, Middle School Science, English Learners, Elementary Quality of School Climate and

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## 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 intervention staff, rigorous instruction and differentiation and focus on deploying grade level standards with high quality instructional resources (HOIR) 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

- 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.

Decreasing the number of students scoring at novice/apprentice levels and maintaining the decrease consistently over time are significant areas for improvement, especially for reading and math.

Below are the academic constants (novice/apprentice student performance levels and ACT results):

### Russell County High School

- Reading novice/apprentice scores were 57% in 2021-2022, 47% in 2022-2023, 46% in 2023-2024 and 56% in 2025.
- Math novice/apprentice scores were 57% in 2021-2022, 54% in 2022-2023 and 57% in 2023-2024 and 53% in 2025.
- Science novice/apprentice scores were suppressed in 2021-2022, were 92% in 2022-2023, 95% in 2023-2024 and 79% in 2025 **with the new test that may affect comparability with prior years.**
- 2022-2023 ACT scores declined in all categories from 2021-2022 and were below the state level in all categories. 2023-2024 ACT scores are at or above the state level in all categories except reading which maintained the score from the previous year. Overall, 2024-2025 scores for Russell County students decreased from the prior year with the exception of reading, but scores were competitive with the state level in all categories.

Russell County juniors are currently preparing to take the SAT in spring 2026.

### **Russell County Middle School**

- Reading novice/apprentice scores were 55% in 2021-2022, 50% in 2022-2023, 53% in 2023-2024 and 44% in 2025.
- Math novice/apprentice scores were 56% in 2021-2022, 54% in 2022-2023 and 55% in 2023-2024 and 48% in 2025.
- Science novice/apprentice scores were 75% in 2021-2022, 66% in 2022-2023, 69% in 2023-2024 and 68% in 2025 ***with the new test that may affect comparability with prior years.***

### **Jamestown Elementary School**

- Reading novice/apprentice scores were 52% in 2021-2022, 52% in 2022-2023, 46% in 2023-2024 and 55% in 2025.
- Math novice/apprentice scores were 55% in 2021-2022, 55% in 2022-2023, 58% in 2023-2024 and 58% in 2025.
- Science novice/apprentice scores were 80% in 2021-2022, 80% in 2022-2023 and 72% in 2023-2024 and 55% in 2025 ***with the new test that may affect comparability with prior years.***

### **Russell Springs Elementary School**

- Reading novice/apprentice scores were 36% in 2021-2022, 36% in 2022-2023 and 30% in 2023-2024 and 35% in 2025.
- Math novice/apprentice scores was 55% in 2021-2022 to 42% in 2022-2023 and 47% in 2023-2024 and 44% in 2025.
- Science novice/apprentice scores were 69% in 2021-2022, 69% in 2022-2023, 48% in 2023-2024 and 50% in 2025 ***with the new science test that may affect comparability with prior years.***

### **Salem Elementary School**

- Reading novice/apprentice scores were 53% in 2021-2022, 53% in 2022-2023 and 53% in 2023-2024 and 49% in 2025.
- Math novice/apprentice scores were 55% in 2021-2022, 55% in 2022-2023, 50% in 2023-2024 and 52% in 2025.
- Science novice/apprentice scores were 54 % in 2021-2022, 54% in 2022-2023, 59% in 2024-2025 and 64% in 2025 ***with the new science test that may affect comparability with prior years.***

According to the School Report Card, behavior events across all grades:

- 2022-2023 - 433 student behavior events - 319 in the classroom, 68 on the bus, 59 in the restroom

- 2023-2024 - 438 student behavior events - 326 in the classroom
- 2024-2025 - 443 student behavior events - 331 in the classroom, 73 on the bus, 69 in the restroom

The continued rise in behavior events has prompted a district-wide PBIS implementation system.

### Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district 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.

### **SCHOOL REPORT CARD CURRENT ACADEMIC STATE: ELEMENTARY -**

Jamestown Elementary School (JES) received an overall state score of 66.1 for a **YELLOW** color rating. The combined reading and math state indicator of 60.8 is **ORANGE** with a current medium status of 63.8, a decline of -3.0 from the prior year. The science, social studies and writing state indicator of 71.4 is **GREEN** with a high status level of 69.6, an increase of 1.8. The overall state score of 77.1 **GREEN** for Russell Springs Elementary School (RSES) consisted of a combined reading and math state indicator of 78.2 **GREEN** with a current status of 79.4 - high, maintaining change with a decrease of -1.2 from the prior year and the science, social studies and writing state indicator of 81.6 **GREEN** that reflects a very high current status of 84, a -2.4 decrease. Salem Elementary School (SES) received an overall state score of 64.0 with a **YELLOW** color rating. The combined reading and math state indicator of 71.2 is **GREEN** with a medium current status level of 68.8, a 2.4 increase from the prior year. The science, social studies and writing state indicator of 53.5 is

**ORANGE.** The current status is 61.7 - medium, a significant decline of -8.2 change from the prior year. The overall federal indicator and applied change for elementary schools follow: JES – reading and math – 62.8, -1.0 and science, social studies and writing – 74.6, 5.0; RSES – reading and math – 80.1, 0.7 and science, social studies and writing – 86.6, 2.6; SES – reading and math – 69.9, 1.1 and science, social studies and writing – 62, 0.3.

Performance levels among the elementary schools were diverse compared to the state. The proficient/distinguished performance levels in reading and mathematics for RSES and SES were above the state while JES was below. Both JES and RSES, specifically, scored above the state in science while SES was equal to the state. JES and RSES proficient/distinguished levels in Social Studies were above the state and SES was below. 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	55	35	49	51	45	65	51	49
Mathematics	58	44	52	56	42	56	48	43
Science	55	50	64	62	44	51	37	37
Social Studies	57	38	66	62	43	62	33	38
Combined Writing	50	19	57	57	51	80	44	43

Note: Number is rounded to the nearest whole number

With the fall 2025 administration of NWEA Measures of Academic Progress (MAP), the Projected Proficiency Report showed students across the three elementary schools collectively scored 42.5% proficient/distinguished in reading and 34.2% proficient/distinguished in math.

**SCHOOL REPORT CARD CURRENT ACADEMIC STATE: RUSSELL COUNTY MIDDLE SCHOOL -**

Russell County Middle School (RCMS) received a **GREEN** color rating overall with a score of 73.9. The combined reading and math state indicator of 78 is **BLUE** with a high level of 71.6 – significantly increasing the change level with a 6.4 increase from the prior year and the science, social studies and writing indicator of 70.1 is **GREEN** with a current high status of 64.3, a 5.8 increase from the prior year. The proficient/distinguished performance levels were higher than the state in all content areas - reading, mathematics, science, social studies and combined writing. The federal indicator of reading and math is 74.6 with an applied change of 3 and the science, social studies and writing indicator is 68 with an applied change of 3.7.

Subject	Novice/Apprentice %		Proficient/Distinguished %	
	RCMS	State	RCMS	State
Reading	44	52	56	47
Mathematics	48	59	52	41
Science	68	72	32	29
Social Studies	55	61	46	39
Combined Writing	46	53	53	48

Note: Number is rounded to the nearest whole number

The Projected Proficiency Report from the fall 2025 administration of NWEA Measures of Academic Progress (MAP) indicated middle school students scored 51.9% proficient/distinguished in reading and 45.5% proficient/distinguished in math.

**SCHOOL REPORT CARD CURRENT ACADEMIC STATE: RUSSELL COUNTY HIGH -**

With an overall state score of 67.1, Russell County High School (RCHS) received a color rating of **YELLOW**. The combined reading and math state indicator of 62.4 is **YELLOW**. The current status is 64.2 - medium, maintaining change with a -1.8 from the prior year. The science, social studies and writing state indicator is 52.8 **YELLOW** with a current medium status of 53.8, maintaining change with -1.0 from the prior year. The proficient/distinguished percentages were higher than the state averages in math, social studies and combined writing while the proficient/distinguished percentages were lower than the state in reading and equal to the state in science. The federal indicator of reading and math is 65.7 with an applied

change of 1.5 and the science, social studies and writing indicator is 54.1 with an applied change of 0.3.

Subject	Novice/Apprentice %		Proficient/Distinguished %	
	RCHS	State	RCHS	State
Reading	56	54	44	46
Mathematics	53	60	47	40
Science	79	79	21	21
Social Studies	61	63	39	38
Combined Writing	50	57	49	43

Note: Number is rounded to the nearest whole number

Results from the fall 2025 administration of NWEA Measures of Academic Progress (MAP) revealed 40% of tested high school students scored proficient/distinguished in reading and 35.7% scored proficient/distinguished in math.

Graduation rate for 2024-2025 was 95.4%.

5. Describe in narrative form the current climate and culture conditions of the district 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

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survey data shows that 71% of staff feel like they belong at their school.

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

### **QUALITY of SCHOOL CLIMATE and SAFETY SURVEY:**

The overall state indicator scores and color ratings for elementary schools follow: Jamestown Elementary School – 80.9 **GREEN**; Russell Springs Elementary School – 81.2 **GREEN**; and Salem Elementary School – 76.3 **YELLOW**. The current status of RCHS is 64.3 – high, with a 3.6 increase. A high 78.7 current status for JES was a 2.2 increase from the prior year while a high 79.9 with an increase of 1.3 for RSES and a medium 76.9, a -0.6 decrease for SES are reflected. The overall federal indicator and applied change for schools follow: Jamestown Elementary School – 79.3, 0.6; Russell Springs Elementary School – 81, 1.1; Salem Elementary School – 75.9, -1.0. Collectively, among the three elementary schools, 99% of elementary students strongly agree/agree that adults in their school work hard to make sure students are safe, 97% strongly agree/agree that teachers expect them to do their best all the time and 57% strongly disagree/disagree that students being mean or hurtful to other students is NOT a problem.

The overall indicator score and color rating for Russell County Middle School is 70.4 **GREEN**. RCMS had an increase of 1.9 with a high 68.5. The overall federal indicator and applied change follows: 69.5, 1.0. 97% of students strongly agree/agree that teachers expect them to do their best all the time, 94% strongly agree/agree if they have a problem, there is an adult from school they can talk to and 44% strongly disagree/disagree that internet bullying is NOT a problem for students in school.

Russell County High School – 67.9 **GREEN**. has a current status of 64.3 – high, with a 3.6 increase. Russell County High School – 65.9, 1.6. The overall federal indicator and applied change follows: 65.9, 1.6. 96% of high school students strongly agree/agree that there is at least one adult from school who listens to me when I have something to say, 93% strongly agree/agree that teachers expect them to do their best all the time and 59% strongly disagree/disagree that internet bullying is NOT a problem for students in school.

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

6.1% of Teachers with less than 1 year of experience

16.8% of Teachers with 1-3 years of experience

Teacher Turnover rate was 20.3%

63% of Teachers are favorable of school climate

The KY ADM ADA District Summary Report showed 2022-2023 average daily attendance for elementary at 93%, middle school at 92% and high school at 91%. Comparatively, 2023-2024 average daily attendance remained constant for elementary at 93%, middle school at 92% and high school at 91%. For 2024-2025,

average daily attendance for elementary was 93.8%, middle school was 93.11% and high school was 92.01%, a slight improvement.

### Strengths

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

#### **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.

#### **ELEMENTARY:**

- Proficient/Distinguished reading has increased from 52% in 2023, 57% in 2024 and dropped to 54% in 2025, but is still higher than the state at 49%.
- Proficient/Distinguished math has increased from 46% in 2023, 47% in 2024 and 49% in 2025 which is higher than the state at 43%.
- Proficient/Distinguished science has increased from 32% in 2023, 40% in 2024 and 44% in 2025 which is higher than the state at 37%.

#### **MIDDLE:**

- Proficient/Distinguished reading has increased from 50% in 2023, 46% in 2024 and 56% in 2025 which is higher than the state at 47%.
- Proficient/Distinguished math has increased from 46% in 2023, 45% in 2024 and 52% in 2025 which is higher than the state at 41%.
- Proficient/Distinguished science has increased from 35% in 2023, 32% in 2024 and remained at 32% in 2025 which is higher than the state at 29%.

#### **HIGH:**

- Proficient/Distinguished reading was 53% in 2023, 54% in 2024 and 44% in 2025, only 2% lower than the state at 46%
- Proficient/Distinguished math was 46% in 2023, 43% in 2024 and 47% in 2025 which is higher than the state at 40%.
- Proficient/Distinguished science for 2025 is 21% - equal to the state.

With the exception of high school reading which is comparable to state performance levels, reading, math and science at all grade bands reflect growth in proficiency and are equal to or above the levels in the state. A continued focus on standards with the implementation of HQIRs with fidelity and a multi-tiered system of supports concentrated on interventions based in diagnostic and interim data checks will continue to be priorities for the district.

Russell County is proud to note our students are on track and, in many areas, performing above their peers across the state. All grade levels will utilize high quality instructional resources for reading and math. Student engagement structures and evidence-based strategies will continue to be utilized 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. A Plan-Do-Study-Act (PDSA) protocol in PLCs allows for focus on assessment literacy, high-yield instructional strategies and teaching and assessing congruently to standards. 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 college and career readiness counselor who assists 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.

### 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.

**ELEMENTARY**-At the elementary level, 70% of students with disabilities scored below proficiency in reading as measured by KSA as opposed to 39% of students without disabilities. In math, 78% of students with disabilities scored below proficiency as opposed to 44% of students without disabilities. 55% of all students scored proficient/distinguished in reading while 49% scored proficient/distinguished in math.

**MIDDLE**-84% of students with disabilities scored below proficiency in reading as measured by KSA as opposed to 38% of students without disabilities. In math, 86% of students with disabilities scored below proficiency compared to 42% of students without disabilities. In reading, 56% of all students reached proficiency while 52% 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). 44% of

all students scored proficient/distinguished in reading and 47% scored proficient/distinguished in math.

Conclusively, the results provided through the 2025 KSA, confirms that specific efforts need to be made with all students, especially those with disabilities. Implementation of high-quality instructional resources and an emphasis on a multi-tiered systems of academic and behavior student supports will continue, as well as, educator professional development on student engagement and knowledge gained from the Kentucky Reading Academies, Kentucky Numeracy Counts and the EPIC Numeracy Alliance.

## **COMMENTS**

### 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**

N/A

#### 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**

\*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)**

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**

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\*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)**

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)
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## 2025-2026 Phase Three: The Superintendent Gap Assurance

2025-2026 Phase Three: The Superintendent Gap Assurance

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

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## 2025-2026 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.**



# 2025-2026 Phase Three: Comprehensive District Improvement Plan

2025-2026 Phase Three: Comprehensive District Improvement Plan

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

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## 2025-2026 Phase Three: Comprehensive District Improvement Plan

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive district improvement plan (CDIP) is a plan developed by the local school district with the 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, 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, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the 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).

### Accountability Indicators

The accountability indicators for districts 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
- Graduation Rate
- Achievement Gap

### The Comprehensive District Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Districts. Districts must download and complete the [Comprehensive District Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities the district will implement 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 districts 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**

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Comprehensive District Improvement Plan - Russell County - 2025-2026

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Comprehensive District Improvement Plan - Russell County - 2025-2026	Comprehensive District Improvement Plan - Russell County - 2025-2026	• 1

# Comprehensive District Improvement Plan (CDIP)

## Rationale

The CDIP is a plan developed by the local school district with the 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, 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).

## 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 district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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*, *Shiple*y, *Baldrige*, 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 district 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 districts 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 Districts are optional.

## Required Goals

### Achievement Gap:

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

### Objective(s):

#### 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 2026.

### Strategy:

#### 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

Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs

#### KCWP 3: Design and Deliver Assessment Literacy

Assessment data is utilized for the benefit of 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

#### 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

### Activities:

#### KCWP 1 & 2: Curriculum/Instruction

- Activity 1: 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 (**HQIR Implementation**)
- Activity 2: 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, PLCs**)

- Activity 3: Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students (**PLCs, PDSA**)
- Activity 4: Ensure congruency is present between standards, learning targets and assessment measures (**HQIR Implementation**)
- Activity 5: Ensure that effective communication guides instructional planning, student grouping, etc. (**PLCs, intervention tools, MTSS**)

**KCWP 3: Design and Deliver Assessment Literacy**

- Activity 6: Create formative and summative assessments that are aligned to standards (**HQIR Implementation**)
- Activity 7: Use assessments to help students assess and adjust their own learning (**Universal Screener & Diagnostics**)

**KCWP 4 : Review, Analyze and Apply Data**

- Activity 8: Ensure that formative, summative and universal screener assessment results are used appropriately to determine tiered intervention needs (**PLCs, PDSA**)
- Activity 9: Develop a clearly defined Rtl school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention (**RIP, MIP, Tier 2/Tier 3 Documentation Tool, Referrals**)
- Activity 10: Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations (**RIP, MIP, Tier 2/Tier 3 Documentation Tool**)
- Activity 11: Enact communication protocols for parents/guardians regarding placement and progress monitoring checks (**Parent/Guardian Notification of Services, RIP, Progress Reports, Universal Screener Results, Grade Reports**)
- Activity 12: Create and monitor a *Watch List* for students performing below proficiency (**Name and Claim**)

**KCWP 5: Design, Align and Deliver Support**

- Activity 13: Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts (**Improvement Plans**)
- Activity 14: Develop school supports, both academic and behavioral, to promote and support learning for all (**Rtl, MTSS**)
- Activity 15: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning and student grouping, etc. (**Parent Portal, Grade & Progress Reports, Reading Improvement Plans, Read at Home guide, Parent/Guardian Notification of Services**)

**Progress Monitoring:**

**KCWP 1 & 2: Curriculum/Instruction**

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 on-going 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

*PLC/PDSA notes summarize the implementation of grade-level standards, high quality instruction and assessment with support systems including progress monitoring/Professional learning agendas and sign-ins along with formal and informal observations are evidences of professional growth*

**KCWP 3: Design and Deliver Assessment Literacy**

School administration, teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results of students in reported gap groups and next steps to take for student learning

*PLC/PDSA notes summarize how assessments inform teacher's instructional decisions and effective feedback offered to students*

**KCWP 4 : Review, Analyze and Apply Data**

School administration, general education teachers, Rtl teachers and instructional coach participate in PLCs bi-weekly, at minimum, to discuss assessment results and progress monitoring checks (STAR, Lexia, MAP Growth, MAP Reading Fluency, UFLI), next steps to take for student learning and communications with parents/guardians

*PLC/PDSA/Rtl/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.*

**KCWP 5: Design, Align and Deliver Support**

Student success measures will be evaluated by district/school administration, teachers, and support staff each semester or, as needed. These results are communicated with 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

EL Director, school administrator and EL teachers/assistants participate in PLCs to discuss student progress each semester to determine next steps

*Evidences include documentation of Rtl, ESS After School/Daytime Waiver, summer school, Program Services Plans, additional staffing with teachers, interventionists and assistants, Family Resource Youth Services Center and mental health specialists regarding student services*

**Funding:**

Activity 1: **Title:** HQIRs - \$10,518.75 - **Fund I** – High School & Middle School Math HQIRs - \$265,920.23

Activity 2: **Title:** PD – \$8,700, Kagan - \$51,145 - LETRS, EPIC Numeracy Alliance, KY Numeracy Counts Stipends - \$45,600

**Fund I:** Teacher Induction Cadre (TIC) PD and Training - \$5,000 - Mentors - \$10,500 – **Title:** Resource Books - \$240 - subs for release time - \$1,400

**Title:** Instructional Coaches - \$508,061

**Title:** EL Teachers and Assistants - \$121,289.43 **Fund I:** EL Teachers and Assistants - \$87,931.60

**IDEA B:** Special Education Consultants - \$139,252.62

Activity 7: **Title:** MAP Growth - \$41,420.50 - MAP Reading Fluency - \$5,916

Activity 14: **ESS:** After School Coordinators - \$12,182 - Daytime Waivers - \$56,979 - Middle & High Summer School - \$7,729.98 - Middle and High Intervention/Credit Recovery/Course Ware - \$20,900

**Title:** Elementary & Middle After School - \$11,060

**Title:** K-1 Reading Resources - \$9,000

**Title:** Staffing - \$838,156

Activity 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15 – 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 districts.

### Three- to Five-Year Goal:

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 55% in math, **middle school** students will reach 62% in reading and 58% in math, and **high school** students will reach 50% in reading and 53% in math by May 2028 as measured by the state assessment.

### Objective(s):

#### Objective 1

Increase reading and math proficiency in grades 3-10 by a minimum of 2% as evidenced by the May 2026 state assessment. More specifically, increase proficiency at the elementary in **reading** from 54% to 56%; middle school from 56% to 58%; and high school from 44% to 46%. Increase proficiency in **math** at the elementary from 49% to 51%; middle from 52% to 54%; and high school from 47% to 49%.

### Strategy:

#### 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

#### KCWP 3: Design and Deliver Assessment Literacy

Assessment data is utilized for the benefit of 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

### **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

#### **Activities:**

#### **KCWP 1 & 2: Curriculum/Instruction**

- Activity 1: 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, PLCs**)
- Activity 2: Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students (**PLCs, PDSA**)
- Activity 3: Ensure congruency is present between standards, learning targets and assessment measures (**HQIR Implementation**)

#### **KCWP 3: Design and Deliver Assessment Literacy**

- Activity 4: Create formative and summative assessments that are aligned to standards (**HQIR Implementation**)
- Activity 5: Use assessments to help students assess and adjust their own learning (**Universal Screener & Diagnostics**)

#### **KCWP 4: Review, Analyze and Apply Data**

- Activity 6: 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**)
- Activity 7: Ensure that formative, summative and universal screener assessment results are used appropriately to determine tiered intervention needs (**PLCs, PDSA**)
- Activity 8: Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations (**Reading Improvement Plan, Math Improvement Plan, Tier 2/Tier 3 Documentation Tool**)
- Activity 9: Establish communication protocols for parents/guardians regarding placement and progress monitoring checks (**Parent/Guardian Notification of Services, Reading Improvement Plan, Progress Reports, Universal Screener Results, Grade Reports**)

#### **KCWP 5: Design, Align and Deliver Support**

- Activity 10: Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts (**Improvement Plans**)
- Activity 11: Develop school supports, both academic and behavioral, to promote and support learning for all (**Rtl, MTSS**)
- Activity 12: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning and student grouping, etc. (**Parent Square, Parent Portal, Grade & Progress Reports, RIP**)

#### **Progress Monitoring:**

#### **KCWP 1 & 2: Curriculum/Instruction**

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 on-going 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, KY Numeracy Counts, 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

*PLC/PDSA notes and walkthrough data summarize the implementation of grade-level standards, high quality instruction and assessment with support system/Professional learning agendas and sign-ins along with formal and informal observations are evidences of professional growth*

**KCWP 3: Design and Deliver Assessment Literacy**

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

*PLC/PDSA notes summarize how assessments inform teacher's instructional decisions and effective feedback offered to students*

**KCWP 4: Review, Analyze and Apply Data**

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

*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.*

**KCWP 5: Design, Align and Deliver Support**

Student success measures will be evaluated by district/school administration, teachers, and support staff each semester or, as needed. These results are communicated with parents/guardians/other stakeholders, as appropriate

*Evidences include documentation of RtI, ESS After School/Daytime Waiver, summer school, additional staffing with teachers, interventionists and assistants, Family Resource Youth Services Center and mental health specialists regarding student services*

**Funding:**

Activity 1: **Title:** PD – \$ 8,700- Kagan - \$54,145 - LETRS, EPIC Numeracy Alliance, KY Numeracy Counts Stipends - \$45,600

**Fund I:** Teacher Induction Cadre (TIC) PD and Training - \$ 5,000 - Mentors - \$10,500, **Title** – Resource Books - \$240 - subs for release time - \$1,400

**Title:** Instructional Coaches - \$508,061

Activity 3: **Title:** HQIRs - \$10,518.75 - **Fund I** – High School & Middle School Math HQIRs - \$265,920.23

Activity 5: **Title:** MAP Growth - \$41,420.50 - MAP Reading Fluency - \$5,916

Activity 11: **ESS:** After School Coordinators - \$12,182 - Daytime Waivers - \$ 56,979 - Middle & High Summer School - \$7,729.98 - Middle and High Intervention/Credit Recovery/Course Ware - \$20,900

**Title:** Elementary & Middle After School Teachers - \$11,060

**Title:** Staffing - \$838,156

Activity 2, 4, 6, 7, 8, 9, 10, 12 – No Funding

## Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district 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”, districts 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.