

## 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Russell High School**  
Anna Chaffin  
709 Red Devil Lane  
Russell, Kentucky, 41169  
United States of America

Target Completion Date: 10/01/2019  
Last Modified: 12/31/2020  
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## 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

### 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

#### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

#### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

#### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review\* Diagnostic

#### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.***

Please enter your name and date below to certify.

Anna C. Chaffin 09/24/2019

## 2019-20 Phase Two: The Needs Assessment for Schools 2019-2020

2019-20 Phase Two: The Needs Assessment for Schools

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## 2019-20 Phase Two: The Needs Assessment for Schools

### 2019-20 Phase Two: The Needs Assessment for Schools

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## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Russell High School leadership team is comprised of building level principal and assistant principal, chief academic officer, and counselors. Also included are the teacher leaders within each department/PLC. Russell High School SBDM meets each month to review and analyze data during each regular meeting. The RHS teacher leaders meet bi-weekly to analyze student work. The departments have met with Russell Middle School teachers to identify gaps in instruction based on these results. Meetings occur that address curriculum both horizontally and vertically. Minutes and agendas for these meetings are on file. These groups report to SBDM council. The principals meet with district academic officer and the Superintendent to discuss test scores and analyze results. This time is spent analyzing goals established the previous year to see if progress was made. From there, the principals meet with teacher leaders as well as students. Each October Russell High School teachers work with a data analysis team from KASC to disaggregate the state data. Teachers use this information and that from previous years to track and monitor the individual students in their current classrooms as one of the pieces of evidence. Departments meet and use formative data from class work, exit slips, common assessments, etc. to progress monitor student mastery of content. The curriculum coach in each department meets monthly with the principal and assistant principal. Minutes and agendas for these meetings are on file. Meetings occur that address curriculum both horizontally and vertically. Minutes and agendas for these meetings are on file. These groups report to SBDM council. The principals meet with district academic officer and the Superintendent to discuss test scores and analyze results. This time is spent analyzing goals established the previous year to see if progress was made. From there, the principals meet with teacher leaders as well as students. Each October Russell High School teachers work with a data analysis team from KASC to disaggregate the state data. Teachers use this information and that from previous years to track and monitor the individual students in their current classes. Departments meet monthly and use formative data from classwork, exit slips, bellringers, and common assessments to progress monitor student mastery of content. All Juniors take a practice ACT test in October. Results are shared with each department and analyzed. Students who are scoring below benchmark are identified and additional strategies are introduced into the differentiated instruction.

## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Proficiency Indicator saw an increase from 70.8 in 2017-2018 to 79.5 in 2018-2019. Separate academic indicator of 78.7 was very high according to state results. There was no data from 2017-2018. Transition readiness indicator showed an increase from 64.5 in 2017-2018 to 73.7 in 2018-2019. Graduation indicator was 99.1 (very high) and up from 97.7 the previous year. on Demand writing scores produced 28 more Distinguished writers than 2018-2019. There were no significant gap groups. Teacher attendance rose in 2018-2019 by 11.5 days. RHS had a student attendance rate of 95.88% for 2018-2019. We are currently seeing a decrease in behavior incidents since the creation of the Russell Enrichment Institute. This alternative setting currently serves 16 students.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

We notice that students receiving special education services and students on free/reduced lunch continue to be a concern. Those demographic areas still continue to have students scoring novice and apprentice. We are proud of our ACT composite of 21.5. ACT Math scores reflect we have 23 fewer students scoring Novice and 17 fewer apprentice scores and we will continue to make Math and Reading priorities. We did not reduce the number of Novice readers on the ACT from 2017-2018 and will thoroughly address these issues in the Continuous Improvement Planning Diagnostic. Our graduation rate increased to 99.1%. Russell High School is proud of the number of AP tests our students take and are above state averages in pass rate in several areas.

## Trends

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

In past years we've noted proficiency with free and reduced lunch students and special needs populations continue to be an issue. In past years students in those demographic areas continued to have a significant number of students scoring novice and apprentice. While we are proud that we had no significant gap groups, we continue to closely monitor their progress since those subgroups are the two subgroups that need the most intervention in our district. In the past, the following have been used to address these areas: Researched based instructional practices and assessments RTI teams High quality professional development Consistent classroom collaboration between general and special ed teachers Mentor programs Small group instruction Individual student goal setting and data tracking ESS funds earmarked for tutoring Home visits and concentrated communication with families Common assessments based on KCAS standards formatted with multiple choice and multiple answer questions. Common vocabulary

## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes 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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Russell High School has identified three areas in which we will focus resources and efforts to bring about proficiency in content standards and student mastery of the curriculum. The three identified areas are as follows: 1. REI. These students are our most at-risk. We have implemented a program that works for our students and will provide them with an alternative placement for their academic core classes. The Director as well as school counselors will meet individually with these students to monitor progress and provide them with resources related to career and technical interests. 2. Vertical team alignment. Our teachers will make monthly meetings with Russell Middle School a priority to ensure alignment of Math curriculum. The Russell Independent School District has adopted a K-8 Math series to ensure consistency in vocabulary and methodology. The high school has benefited from this program but will focus efforts to identify gaps in instruction to better assist the implementation of this Math series district wide. Our teachers have input in what teachers are best suited for courses within the Master Schedule. 3. Instructional Practice in Reading, Math and On Demand Writing: Teachers collaborate to share teaching strategies and ideas about best practices, model instructional practices, set school wide common academic vocabulary and graphic content organizers, and work to integrate the R.A.F.T. method of teaching writing. Our professional learning plan was generated from feedback from our Teacher PD Needs Survey. It was adopted by our SBDM Council to further assist teacher with the skills necessary to enhance our English/ Language Arts & Mathematics programs and courses.

## Strengths/Leverages

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

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

The average ACT composite score hovers at 20.98 since 2003. The composite in 2016 was 21.3 and was 20.6 in 2017. Our composite this year was 21.5. Our overall proficient and distinguished scores in reading, math, and OnDemand Writing can be celebrated as being above the cut scores. The graduation rate is 99.1 and we are extremely proud of that. Russell High School currently offers ten dual credit and 21 AP courses during alternating years. We also have an active AFJROTC program and we offer six career pathways through our Area Technology Center. We have added an additional SRO (School Resource Officer). They have been very helpful in building relationships with our students in an effort to remove the barriers to learning they may face. Their presence in the building has added another layer of safety for our students and created a positive, safe, learning environment. ATTACHMENTS Please be sure to upload the files in the Attachments section at the end

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: School Safety Report 2019-2020

2019-20 Phase Two: School Safety Report

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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report

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## School Safety Diagnostic for Schools

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

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

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

## Questions Related to the Adoption and Implementation of the Emergency Plan

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

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Yes.

### **ATTACHMENTS**

#### **Attachment Name**

 EMP Plan

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

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

Yes. The attachment is the SBDM minutes indicating their attendance and input.

### **ATTACHMENTS**

#### **Attachment Name**

 First Responders

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

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

Yes.

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

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

Yes. Each classroom and hallways have those areas marked and posted.

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

*Please provide the most recent date of review/revision of the school's emergency plan in the district in the*

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

It was reviewed at the August SBDM meeting and will be on the agenda for the July 2020 meeting.

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

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

Yes. It was discussed in the faculty meeting prior to the start of the school year.

## **ATTACHMENTS**

### **Attachment Name**

 Faculty Opening Day notes

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes. Reports on file in central office.

## **ATTACHMENTS**

### **Attachment Name**

 Drill Information

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes. Those documents are on file at the Central Office.

## **ATTACHMENTS**

### **Attachment Name**

 Drill Information 2019

9. 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.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Drill Information	Drill information also on file at Central Office.	• 7
 Drill Information 2019	Drill information from prior year	• 8
 EMP Plan	Emergency Management Plan	• 1
 Faculty Opening Day notes	Opening day script used with faculty. Agenda shows EMP review.	• 6
 First Responders	SBDM minutes reflecting first responders were present to review EMP.	• 2

## 2019-20 Phase Two: School Assurances 2019-2020

2019-20 Phase Two: School Assurances

**Russell High School**  
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## 2019-20 Phase Two: School Assurances

### 2019-20 Phase Two: School Assurances

## Introduction

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

## Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes**
- No
- N/A

## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

## Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A**

## Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- N/A**

## All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

### **ATTACHMENTS**

#### **Attachment Name**

 [PD plan 2019-2020](#)

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes**
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A**

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A**

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A**

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">PD plan 2019-2020</a>	PD plan	• 18

## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic 2019-2020

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

**Russell High School**  
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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

#### Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Students with disabilities and students receiving free and reduced lunch prices. Spreadsheet is attached.

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Russell High School faculty and staff create a positive school environment where students feel safe and are encouraged to reach their maximum potential. Faculty take pride in creating an atmosphere of respect and rapport within their classrooms. Russell High School yielded significant gains of 32.5%. In school year 16-17 in the areas reading and math proficiency/special education population we scored 14.3%. In 17-18 we scored 46.8%. This year Russell High School had less than 10 students in the special education population assessed and thus special education gap group could not be considered in 2018-2019 data. RHS demonstrated a proficiency indicator of 69.7 in the gap area of free and reduced lunch with no significant gaps.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

No delivery targets have been set by the state as our special education population Our students with disabilities population was below 10 students. We have decided that we have met our delivery expectations and are working to continue maintain little to no gaps in student performance. HS Reading Free/Reduced-Price Meals Proficiency Goal was 54.1 and our actual percentage was 51.9. Our students receiving free/reduced lunch prices had an actual score of 56. This was just below our goal of 58.1. HS Reading Disability-With IEP (Total) Goal --HS Reading Disability-With IEP (Total) Actual N/A

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

For next year we hope to continue our great increases. The chart outlines our actual proficiency score for this year and the goal target we need to meet next year in the areas of Special Education and Free and Reduced Lunch at each level. Students receiving free/reduced lunch prices showed an increase in Distinguished Math scores from 2017-2018. We increased from 5.4 to 7 and students scoring Proficient in Math rose from 26.8 to 49.1. We also saw a reduction in F/R lunch price students scoring Novice in Math. Scores show 23.2 Novice in 2017-2018 and 12.3 in 2018-2019. HS Reading Free/Reduced-Price Meals Actual 51.9 RHS will continue to work diligently to close the achievement gap with our free/reduced lunch and special education populations. Reading F/R: Goal 54.1 Actual 51.9 Math F/R: Goal 58.1 Actual 56.1 There were no targets for Students with Disabilities as we did not have enough in the group.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

After analysis of test scores we are concerned that the number of economically disadvantaged students in the novice category is 27.8 and 17.6 for those students categorized as non-economically disadvantaged. Same can be said for students in the apprentice range. 20.4 economically disadvantaged and 13.5 non-economically disadvantaged.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

A transient population has contributed to the persistent achievement gaps. Also, the loss of manufacturing jobs in the areas has increased the number of families living at or below the poverty line. 133 of our 663 students are living with grandparents, great-grandparents and outside their biological families.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

SBDM Council members. The CSIP is posted on the school website for parents and stakeholders to view.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

The PD plan is attached. In addition to the attached plan, teachers are working in PLC's to embed new standards and teaching strategies in their curriculum.

### III. Planning the Work

#### Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

ACT Trend Composite Data shows from 2003 to present our Average Composite is 21.01. See the attached goal spreadsheet.

#### Closing the Achievement Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

As submitted. See attachment

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Achievement Gap Goal Sheet</a>	Achievement Gap Goal Sheet	•
 <a href="#">Achievement Gap Group</a>	Spreadsheet Achievement Gap Group	•
 <a href="#">PD plan 2019-2020</a>	RHS PD Plan	•

## 2019-20 Phase Three: Executive Summary for Schools 2019-2020

2019-20 Phase Three: Executive Summary for Schools

**Russell High School**  
Anna Chaffin  
709 Red Devil Lane  
Russell, Kentucky, 41169  
United States of America

Last Modified: 12/12/2019  
Status: Locked

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## 2019-20 Phase Three: Executive Summary for Schools

### 2019-20 Phase Three: Executive Summary for Schools

#### Description of the School

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

Russell High School is located in northeast Kentucky and prides itself in rich tradition and athletic excellence. This school is traditionally minded and organizes its curriculum and activities to develop successful college and career minded students. Our expectation is that all students develop the necessary skills to become self supporting citizens of the community. Russell High School is a comprehensive, four-year school located in Greenup County. The suburban setting serves the areas of Flatwoods, Russell, and Bellefonte. Enrollment is 670 and 42% of our students are on free and/or reduced lunch price meals. State testing results indicate we are a 4 Star high school. and 90% of our staff holds Masters' degrees or higher.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission is to inspire and empower all students to reach their maximum potential: one student, one day at a time. We are committed to high educational standards and expectations as illustrated by our curriculum and instruction. Our students have the opportunity to enroll in dual-college, early college, and Advanced Placement courses, as well as technical school courses. We place a high value on the education we provide our students and expect them to perform at high levels. We provide a safe learning environment that enables students and teachers to receive fair treatment and be in the best position to be successful. We provide student services and programs for all students. Our staff models professional behavior and the ability to differentiate instruction as needed. Our focus aligns with the district belief that our students are our top priority. Located in the northeast corner of the state, we pride ourselves on our rich tradition of academic and athletic success. We are a comprehensive, four-year high school located in Greenup County. The suburban setting serves the areas of Bellefonte, Flatwoods, and Russell. 41% of our students receive free or reduced lunch priced meals. 87% of our staff hold Masters' degrees or higher.

#### Notable Achievements and Areas of Improvement

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

Russell High School received a 4 star accountability rating. Our proficiency rating has raised from 70.8 in 2017-2018 to 79.5 in 2018-2019. This was in the category of "Very High". Our separate academic indicator was also very high at 78.7. The 4 Yr. Graduation Cohort was 98.8 slightly now from 99.3. We did not have significant gap within our special needs population or our students on Free/Reduced lunch. Our overall Composite ACT was 21.5. This ranks us at the top in our area. Our ACT trend from 2003 indicates our overall score average 21.0. Our Academic and Science Olympiad teams excel in state competitions, our sports teams experience success, and our students have the opportunity to be involved in many co-curricular activities. Our graduating seniors were offered 3.2 million dollars in academic and athletic scholarships. We have a fully staffed STEM lab on our campus. Areas of improvement include continued focus on closing achievement gaps and increasing college and career readiness opportunities for all students. We also aspire to increase the number of students participating in AP and dual credit classes. We are

utilizing the ACE platform for ILP's this year. Our District focus is on ALL kids and this is communicated from the Superintendent and school personnel.

Additional Information

**CSI/TSI Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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Gap Group/Total number of students	Percentage of Total School Population
Students with Disabilities - 46/663	6.90%
Free/Reduced lunch prices - 271/663	40.80%