



2021-22 Phase One: Continuous Improvement Diagnostic for
Schools_11162021_07:24

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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2021-22 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 2021-22 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
- Professional Development Plan for Schools

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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Anna C. Chaffin November 16, 2021



2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

Russell High School
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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are 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 will meet with Russell Middle School teachers to identify gaps in instruction based on these results. Meetings will address curriculum both horizontally and vertically. Minutes and agendas for these meetings will be kept 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. Due to Covid-19, RHS is currently assessing student's prior knowledge to prescribe instruction for the current school year. From there, the principals meet with teacher leaders as well as students. Each October Russell High School teachers work on data analysis. This year was done within the departments. 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 within departments 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, bellringers, and common assessments to progress monitor student mastery of content. All Juniors take a practice ACT test in November. 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. We have created Study Skill classes for our at-risk students. These students are given ACT practice items and instruction in their identified areas of weakness.

ATTACHMENTS

Attachment Name

 School Key Elements

Trends

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

Example of Trends


- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among

students in the achievement gap.

We saw a decrease in behavioral referrals, partly due to Covid and hybrid learning. In past years, we have identified that students in the free/reduced lunch and special education populations continue to present issues in reaching proficiency. Students in these demographic areas continue to have a significant number of students scoring novice and apprentice. We will continue to use research-based instructional practices and assessments. We will use response to intervention strategies as well as providing meaningful professional development. We have continual collaboration between general and special ed teachers, small group instruction, individual student goal setting, peer tutoring, and data tracking. We have ESS in place for all content areas. We collaborate with FRYSC and keep open lines of communication with parents/guardians. Common vocabulary language and standard checks to lesson plans.

ATTACHMENTS

Attachment Name

 School Key Elements

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:


- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Kentucky Summative Assessment Reading results for Russell High School indicated that 24.8% of tested students scored Novice which is well below the state average of 34.8%. Sophomores scoring Apprentice were at state average of 27.3%. 47.8% of students tested in Reading scored Proficient. 41% of students tested in Math were

proficient. 58.3% of our students were proficient in writing. 33.1% of students were proficient in Science. Our graduation rate continues to be strong: 4 yr. cohort = 97.7% and 5 yr. cohort= 98.4%.

ATTACHMENTS

Attachment Name

 School Key Elements

Priorities/Concerns

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


NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

Russell High School has identified areas in which we will focus resources and efforts to bring about proficiency in content standards and student mastery of the curriculum. The areas identified fall within the six Key Core Work Process listed: 1. Response to Intervention: teachers monitor students identified as At Risk and adjust instructional practices and student activities to meet the needs of students. 2. Special Education: school team will work to support and monitor special education practices to better meet the needs of this population. 3. Instructional practice and standards alignment in all content areas: teachers collaborate to share teaching strategies and ideas about best practices, model instructional practices, align curriculum and assessments vertically and horizontally to standards. We utilize a set, school-wide common academic vocabulary as well as peer tutoring.

ATTACHMENTS

Attachment Name

 School Key Elements

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas

of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

ACT scores, COVID-19, notwithstanding, have been strong. Our overall proficient and distinguished scores are above state averages. The graduation rate is 97% and we are proud of that. We currently offer 9 dual credit courses and 21 AP courses throughout the year. We have an active JROTC program and offer nine career paths through our Russell Area Technology Center. We currently have two School Resource Officers. They do a great job of creating an atmosphere of safety and support for our students and staff.

ATTACHMENTS

Attachment Name



School Key Elements

Evaluate the Teaching and Learning Environment

6. 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](#)

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

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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.


See attachment.

ATTACHMENTS

Attachment Name

 School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		<ul style="list-style-type: none">• 1• 2• 3• 4• 5• 6



2021-22 Phase Two: School Safety Report_11032021_15:09

2021-22 Phase Two: School Safety Report

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2021-22 Phase Two: School Safety Report

School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes, the plan was adopted on August 19, 2021.

ATTACHMENTS

Attachment Name

 Emergency Plan/SBDM Agenda

 EMP

 SBDM Agenda

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. First responders were in attendance at the August 19, 2021 SBDM meeting. Their input was included in our plan development.

ATTACHMENTS

Attachment Name

 First responders/EMP

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

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

Yes.

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

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

Yes.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes. These are on file in the office of the Principal.

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

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

Yes.

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

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

Yes.

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

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

Yes. The plan was discussed during the Opening Day faculty meeting held on August 17, 2021.

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

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

Yes. Disaster drill was held on 8/25/2021; fire drills on 8/23/2021 and 8/26/2021; lockdown drill was held on 8/31/2021

ATTACHMENTS

Attachment Name

 Disaster Drill

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

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






Yes.

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

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

Yes. Those documents are on file.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Disaster Drill	Disaster drill documentation on file at Board office	• 9
 Emergency Plan/SBDM Agenda	SBDM Agenda	• 1
 EMP	Emergency Management Plan	• 1
 First responders/EMP	Minutes reflect the first responders that were in attendance to discuss and develop our EMP.	• 2
 SBDM Agenda	EMP adoption	• 1



2021-22 Phase Two: School Assurances

2021-22 Phase Two: School Assurances

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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

Yes

No

N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

16. 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

COMMENTS

17. 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

COMMENTS

18. 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

COMMENTS

19. 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

COMMENTS

20. 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

COMMENTS

21. 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

22. 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

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

28. 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

COMMENTS

29. 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

COMMENTS

30. 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

COMMENTS

31. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Professional Development Plan for Schools_11182021_11:15

2021-22 Phase Three: Professional Development Plan for Schools

Russell High School
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2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

The mission of Russell High School aligns with the mission of Russell Independent Schools. That is, to inspire and empower all students to reach their maximum potential: one student, one lesson, one day at a time. The Russell Way: Where Tradition Meets Excellence is our motto. Our Vision Statements: Progressing to the future...Our Students are our top priority. Our School Family plays a crucial role in student development, achievement, and success. Our Parents are supportive partners and are essential in the advancement of each student. our Community

shares our desire to develop highly skilled and productive citizens. Our technology enables our students to reach beyond the classroom. Our Culture inspires leadership and excellence. Our Academics focus on rigorous standards and global successes. District Core Beliefs: It's about kids 2. Accountability 3. Transparency 4. Communication

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

The two most critical areas for improvement identified are 1) improvement is the identification of vertical gaps in instruction. Due to the Covid-19 pandemic teachers have identified that gaps and lack of basic skills exist in core content areas. 2) the second priority is writing and the transition from middle to high school. 3) A third area of improvement is to increase proficiency in our most at risk populations.

3. How do the identified **top two priorities** of professional development relate to school goals?

The goal of Russell High School is for students to be our top priority. If this is true, our driving motivation is to provide them with the best education taught by the most qualified teachers. Our school goal is for students to reach proficiency. For this goal to be met we need to identify and address gaps in curriculum. An analysis of student work indicate these gaps occur vertically; therefore, we will develop objectives and activities that align with state standards and identified gaps in instruction. The second goal is to increase proficiency in Writing. Our writing goals are aligned with state standards and a desire to see that all students are proficient writers.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The identification of vertical curriculum and skill gaps have been identified as a school goal by teachers as a result of analysis of student work. Departments are working together to align curriculum to state standards within each grade level and also, vertically. This activity is designed to improve instruction and assure that

instruction from class to class, grade to grade, school to school, is seamless. Grade level teams and departments meet monthly at each school to use formative data from class work, exit slips, common assessments, etc to progress monitor student mastery of content.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are to ensure standards align, instructional practices align, and assessments are seamless from class to class and grade to grade. We are also focused on seamless transition for students as they moved from building to building within the district. The student outcome is proficiency on state testing. Teachers will develop instructional practices that meet the needs of their students and address the identified gaps in state standards that have been identified. This is a critical goal because students who were virtual learners during the pandemic have noticeable gaps in skills.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Student indicators of success include mastery of content as identified on common assessments and proficiency on state testing. Teachers will monitor student progress by using exit slips and questioning techniques. Teachers will also meet bimonthly in departments to analysis student work to modify instructional practices if needed.

4d. Who is the targeted audience for the professional development?

All teachers are the targeted audience for this professional development.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

District leaders analyze state scores to determine if goals set forth the previous year were met. Principals use the data to monitor individual student growth. The teachers use the information from previous years' testing to track and monitor individual students in their current classrooms.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed include technology and student testing data. The professional development will be held after school.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

The ongoing supports will be continued partnership with KEDC and professional learning cadres and learning communities. District administrators will meet monthly to monitor professional development and provide coaching and followup.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Department meetings will have agendas and sign in sheets. Department chairs will gather student samples and grade level common assessments. Teachers will keep peer observation notes.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

For the second priority need the specific objectives for the professional development is for all teachers to take ownership of students becoming proficient writers. Teachers in all subject areas will be trained in 6 + 1 Traits of Writing and use the RAFT method to provide students with a consistent method of writing. All teachers will evaluate student writing during a professional development.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result is for students to receive consistent writing instruction across all content areas that results in proficient writers. Our teachers are meeting to analyze state test scores and align instruction to standards to produce these writers. Review of state test scores reveals that 58.3% of our students are proficient writers. During the month of January we will hold a school wide writing scrimmage. These writings will be graded by all teachers.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success will be measured by the % of proficient writers on state testing. Russell High School assessed 97% of our students (both virtual and in person learners) and 58.3% of those tested were proficient. 34.4% of our writers were Apprentice and we would like to reduce the number of Apprentice writers and increase proficiency.

5d. Who is the targeted audience for the professional development?

The targeted audience is all teachers as we will focus on a school wide plan to increase proficiency. We will do a school wide scrimmage for all students. This will ensure that instruction is aligned vertically as well as horizontally.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers and students will be impacted by this professional development. The English department will train other teachers on how to implement the RAFT (Role, Audience, Topic, Format) in their specific classrooms and all students will benefit from consistent, intentional instruction.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources needed will be time. Time for teachers to participate in the professional development. Time for students to participate in a school wide writing scrimmage and time for teachers to grade these writings and provide meaning feedback.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing support will be an analysis of the student work samples in department meetings. This analysis will be for the process of guiding instruction and aligning curriculum to state standards. Also, this will enable building administration to provide support for teachers if gaps of instruction are identified.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored by sign in sheets from training, student work samples, grade level instruction aligned with state standards and classroom observations.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-2022 Phase Three: Comprehensive School Improvement Plan

2021-2022 Phase Three: Comprehensive School Improvement Plan

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

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Russell High School will continue to focus on curriculum alignment, both horizontally and vertically, to assist in the identification of gaps in instruction. Our continued focus will be on moving students scoring novice and apprentice to proficiency in the identified gap groups: students with special needs and students receiving free and reduced lunches.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator,

achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, 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](#)

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

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.


Requirements for Building an Improvement Plan

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.

- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goal Builder 2021-2022	Goals	.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

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

Requirements for Building an Improvement Plan

- The required school goals include the following:
 - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1 During the 2021-2022 school year, Russell High School will increase the average combined math and reading scores on state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All students will demonstrate a proficiency in Reading and Math by 12/30/22 as measured by performance in Reading and Mathematics on the Kentucky State Assessment by demonstrating measured gains in student achievement from year to year.	Russell High School will analyze formative and summative assessments to make informed decisions regarding curriculum alignment and instructional strategies to meet the needs of all learners.	Teachers will continually use data collection from a variety of sources to make informed decision about instructional practice and meet the needs of individual students. This will be evidenced through department meetings, teacher data collection records.	Line- item analysis, common assessments, progress on district benchmark instruments and we based tools.	Periodic moments through the year	20,000/District
		Teachers will monitor student progress and provide needed interventions to students who qualify as Tier 2 or Tier 3 on our district approved RTI procedures.	Analysis of student work	Periodic moments through the year Monthly department meetings where student work is analyzed.	25,000/District
		Russell High School will work towards horizontal and vertical alignment of common core standards to ensure students will gain mastery in common core subjects. Teachers will work within departments to align curriculum using common core check sheets in daily planning, align student guides and assessments to the standards, and track and monitor student progress towards standards mastery. This will be evidenced through lesson plans, curriculum coach meetings, department		This will be evidenced through lesson plans, student achievement coach meeting and conversations with teachers. Additional resources will be purchased to assist teachers through curriculum funds.	Periodic moments through the year

Goal 1 During the 2021-2022 school year, Russell High School will increase the average combined math and reading scores on state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meetings and conversations with other teaches.			
Objective 2					
Objective 2					
Objective 2					
Objective 2					
Objective 2					
Objective 2					

2: Separate Academic Indicator

Goal 2: During the 2021-2022 school year, Russell High School will increase the proficiency in the areas of Writing, Science, and Social Studies as measured by year to year proficient and distinguished student scores. In the 2020-21 school year 47.8% were proficient in Reading. 41% in Math; 33.1 in Science and 58.3 in Writing					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell High plans to continue a school level focus for writing from moving students out of novice and apprentice to proficiency by 12/20/22 as measured by state assessment results with increases at all levels.	Teachers will teach writing integrated into daily content area lessons for a variety of audiences, purposes, and writing that promotes independent thinking using Ky. Academic Standards, aligned vertically and horizontally, promoting experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences. Specific writing instruction using the 6 + 1 Traits of Writing also transition to computer- based writing assignments and assessments. Teachers will also focus on the RAFT (Role, Audience, Format, and Topic) method for teaching writing. 2. Teachers will conference with students on authentic writing pieces including opinion/argumentative, informational/explanatory,	Multiple opportunities will be provided for students to develop complex communication skills for a variety of purposes. <ul style="list-style-type: none"> Opinion/argumentative to support claims Informative/explanatory texts Narrative to develop real or imagined experiences or events Writing is for a variety of audiences 			
		Additionally, students need a variety of opportunities both inside and outside the classroom to grow in speaking, listening, and writing skills. Our school will provide these types of opportunities in some of the following ways: <ul style="list-style-type: none"> Breakfast with the Arts Peer-Mentoring STLP Activities Essay Contests Technology Showcase Plays Chick-Fil-A L 			

Goal 2: During the 2021-2022 school year, Russell High School will increase the proficiency in the areas of Writing, Science, and Social Studies as measured by year to year proficient and distinguished student scores. In the 2020-21 school year 47.8% were proficient in Reading. 41% in Math; 33.1 in Science and 58.3 in Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>and narrative using the 6 + 1 Traits rubric. Intentional time will be scheduled within the instructional day for writing instruction and experiences.</p> <p>A school wide writing scrimmage will be scheduled and student work will be assessed according to state writing rubric.</p>	<ul style="list-style-type: none"> Class projects 			
		<p>A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials. Students will be provided appropriate resources driven by various instructional purposes with different audiences for the student to consider.</p> <p>Teachers will present instructional strategies and models that assist in achieving specific learning objectives.</p> <p>A variety of technological tools will be used in the writing process.</p> <ul style="list-style-type: none"> Students will be able to evaluate and communicate using critical thinking skills 	<p>Class work samples scored using live scoring</p> <p>School wide prompts and scoring.</p> <p>Feedback provided to students and growth on next pieces of work</p> <p>Lesson plans reflect differentiated strategies will be used to reach all students and rubrics will be provided and used as a model writing for students</p>	<p>Writing strategies will be documented in lesson plans</p> <p>Students will use the writing strategies to answer content related questions.</p> <p>Writing standards will be posted for instruction for both oral and written communication skills.</p> <p>Teachers will use 6 + 1 Traits of Writing rubrics to guide instruction in school wide scrimmage.</p> <p>Evidence shown in student work will reflect use of 6 + 1 Traits of Writing rubrics</p>	<p>0</p>

Goal 2: During the 2021-2022 school year, Russell High School will increase the proficiency in the areas of Writing, Science, and Social Studies as measured by year to year proficient and distinguished student scores. In the 2020-21 school year 47.8% were proficient in Reading. 41% in Math; 33.1 in Science and 58.3 in Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Students will be able to seek a new or deeper understanding based on inquiry around a topic. Students will be able to demonstrate new understanding through collaborating, creating and making global connections. 		<p>Writing growth will be shown in the students' writing over time pieces of work and oral presentations.</p> <p>Students will be provided consistent and timely feedback throughout the writing process to guide and improve students' writing skills.</p>	
	<p>3. Teachers will teach the specific characteristics of On Demand. Students will learn the difference between passage based and stand-alone prompts and the time frames that they are given to respond. There will be specific On Demand prompts practiced with feedback given to students.</p>	<p>All grades will be instructed on what an On Demand is and how it differs from other forms of writing.</p> <p>All students will participate in an on-demand scrimmage scheduled for January.</p>	<p>Class work samples scored using live scoring</p> <p>School wide prompts and scoring</p> <p>Feedback provided to students and growth on next pieces of work</p>	<p>All students will receive feedback on their on-demand scrimmage and other writings using the state on demand rubric.</p> <p>English classes will have on demand practice and work will be reviewed at faculty and grade level department meetings as evidenced by feedback and faculty agenda.</p>	0
Objective 2					
Russell High School will continue to focus on social	Russell High School will analyze formative and summative assessments to make informed decisions	Russell High School will work towards horizontal and vertical alignment of social studies and science standards to ensure	Student work over time shows an increase in understanding of the standards.	This will be evidenced through lesson plans, Curriculum Coach meetings, and department meetings.	0

Goal 2: During the 2021-2022 school year, Russell High School will increase the proficiency in the areas of Writing, Science, and Social Studies as measured by year to year proficient and distinguished student scores. In the 2020-21 school year 47.8% were proficient in Reading. 41% in Math; 33.1 in Science and 58.3 in Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>studies and science utilizing TCT formats for science and Inquiry IDM models in Social Studies so that students will master the content and move from novice and apprentice to proficiency by 12/30/22 as measured by state assessment results indicator scores.</p>	<p>regarding curriculum alignment and instructional strategies to mee the needs of all learners in the areas of Social Studies and Science.</p>	<p>students will gain mastery in these subjects. Teachers will work within departments to align curriculum using the common core check sheets in daily planning, align study guides and assessments to track and monitor student success and progress toward standards mastery.</p> <p>Teachers will continually use data collection from common Social Studies assessments, common Science assessments, TCT data, and formative data to make informed decisions about instructional practices and meet the needs of individual students.</p>	<p>TCT scores and student grades show mastery of standards and IDM in Social Studies will lead students to be able to think critically and analyze the world around them.</p> <p>Student work over time shows an increase in understanding of the standards.</p> <p>Data tracking results and TCT scores show mastery of standards.</p>	<p>Feedback given to students on their work.</p> <p>This will be evidenced through department meetings and teacher data collection records.</p> <p>Feedback on the work given to students.</p>	

3: Achievement Gap

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

During the 2021-2022 school year, Russell High School will meet the needs of our GAP Population by striving to close achievement discrepancies to meet school specific delivery targets in math and reading.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Russell High School plans to decrease the number of Economically Disadvantaged and Students with Disabilities scoring novice and apprentice based on KDE delivery targets by 12/30/22 as measured by state assessment results.</p>	<p>Students who qualify for RTI under or district guidelines will receive Tier 2 and 3 interventions in order to help them improve reading and math proficiency as measured by the summative performance of state assessment scores from novice to the minimum of apprentice. Additionally, students with and IEP will be given high quality instructional supports as defined by their IEP to level the playing field and ensure their success.</p>	<p>Students will be provided with supplemental site word recognition and fluency skills to assist them in becoming better readers. Edmentum courseware will be implemented to target and address proficiency issues within ELA and Math standards. Additionally, ACT Academy, KYOTE, and Plato resources and assessments will be utilized for grade 11 and 12 students not meeting benchmarks on ACT. Marie Carbo is also used at RHS to assist with our FMD population.</p>	<p>Marie Carbo, Plato courseware, formative assessments and class data.</p>	<p>Yearlong monitoring</p>	<p>45,000 Edmentum 350 Marie Carbo</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					
Objective 3					

4: Growth

Goal 4: During the 2021-2022 school year, Russell High School will meet the needs of the individual student so that they will be able to demonstrate growth in Reading and Mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell High School teachers, administrators, CAO, and the PD coordinator will collaborate to support teachers with continued professional development by 12/30/2022 as measured by classroom observations, relationships between students and teachers, job embedded professional learning to increase student growth opportunities in reading and math.	Russell High School will provide professional learning opportunities and teacher leadership opportunities will follow up activities to promote and support professional learning so that students will reach proficiency and demonstrate growth.	Russell High School will continue to use Growth Mindset proven strategies, curriculum alignment, understanding GAP, writing strategies (RAFT), formative assessments, differentiated instruction, Delta Math instruction. Resources will be purchased so that teacher leaders can present lessons throughout the year for continued support of the objectives that all kids can learn when provided the appropriate strategies.	Student performance on formative class measure, teacher reflections, classroom observations, etc.	Periodically throughout the year.	45,000
		Teachers will meet bi-weekly to effectively make curriculum decisions and have an appropriate level of influence on instructional decisions. Teachers will analyze student data results from state assessment, classroom formative and summative data sets to determine student needs for growth and guide instruction for the year. Teachers will review teaching standards and continue to work on common assessments and line item analysis of student work to promote student growth.	Student performance on formative class measures, teacher reflections, classroom observations, meeting minutes, etc.	Periodically throughout the year	0

Goal 4: During the 2021-2022 school year, Russell High School will meet the needs of the individual student so that they will be able to demonstrate growth in Reading and Mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Our district encourages teacher mentoring and coaching formally and informally. Teachers who have demonstrated sound instructional practices through observation and student results are recommended to be a teacher leader/coach, mentor. These teachers will lead department meetings, model instructional practices to staff, or provide supports as a mentor to a teacher who needs supports in planning and preparation, classroom environment, instruction, or professional responsibilities. The goal is to increase student growth throughout the district.	Student performance on formative class measures, teacher reflections, classroom observations, etc.	Periodically throughout the year.	0
Objective 2					

5: Transition Readiness

Goal 5 During the 2021-2022 school year, Russell High School will increase the number of students who are transition ready.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Russell High School will increase the number of students who are transition ready by 12/30/22. Currently out Transition Readiness score was 73.7. We would like to increase to 75% at the high school as measured by ACT, KYOTE, enrollment in pathway completions, Industry certifications, and ILP development using ACE.</p>	<p>Russell High School will provide opportunities to support students in reaching transition readiness standards through the use of specific programs, coaching, and assessments.</p>	<p>Russell High School will assess and teach ACT strategies in junior level students throughout the course of the school year to help them meet benchmarks on the ACT for college readiness. Senior level students that have not met benchmarks on the ACT will be given specific instruction to meet benchmark on ACT and KYOTE. 14 dual credit and 20 AP classes are offered as a means for students to reach transition readiness. We will schedule students in pathways so they are in positions to complete industry certifications. Through scheduling we will ensure students have the opportunity to complete courses in their pathway so that they can assess interests and needs in order to complete a course of study to become career ready. ACE will be the ILP development tool.</p>	<p>ILP monitoring with ACE, formative assessments, AP and Dual Credit mastery and completer status with passing of certifications and industry certifications</p>	<p>Periodic monitoring during the year</p>	<p>35,000</p>
		<p>The persistence to graduation tool in IC is one tool to be utilized to identify students who are at-risk for not graduating. Students who are failing courses may be enrolled in our PLATO Credit Recovery Program so that these students can graduate</p>	<p>Completion of courses and work placement options for students</p>	<p>Periodic monitoring during the year</p>	<p>30,000</p>

Goal 5 During the 2021-2022 school year, Russell High School will increase the number of students who are transition ready.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		on time with their peers and earn a high school diploma. Additionally, community resources will be utilized to present information to students about postsecondary education, vocational training, and occupations that are available. Our job coaches, who are funded by district and grant funds work with our most at risk populations of special needs students. The students will be offered the opportunity to work at various businesses throughout the community that have partnered with our district.			
Objective 2					

6: Graduation Rate

Goal 6 During the 2021-2022 school year, Russell High School will work to continue excellence with graduation rates averaging 98% from year to year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell High School will strive for continued graduation rates of excellence. Our current four year graduation rate is 97.7 and we will maintain with a minimum of 96% by 12/30/22.	Russell High School will strive for 98% graduation rate each year. Our 4 year rate this past year is 97.7%. For the 2021-2022 school year we will utilize all school and district resources to ensure we continue to meet a minimum of 96%	Russel High School will work with students individually, conduct home visits, employ our DPP for monitoring chronically absent students and habitually truant students, utilize the persistence to graduation tool, develop graduation plans, utilize the school resource officer, assist with credit recovery, collaborate with families and the FYRSC, and counselors will monitor the progress of students toward course completion so that students will be able to graduate on time.	Higher attendance reported, chronic absence decline, daily communication between home and school, credit recovery, performance-based options, etc.	Daily reports, home visit logs, PLATO coursework completion, etc.	115,000

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the [“Documenting Evidence under ESSA”](#) resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2021-22 Phase Three: Executive Summary for
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2021-22 Phase Three: Executive Summary for Schools

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

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2021-22 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 North-Eastern Kentucky and prides itself in a rich tradition of academic and athletic excellence. We serve three small communities, Bellefonte, Flatwoods and Russell, Kentucky. Our enrollement stands at 715 students in grades 9-12. This school is traditionally minded and organizes its curriculum and activities to develop successful college and career minded students. Our teachers meet Highly Skilled Educator Status and 100% teach content within their specified areas. We partner with Morehead State and Ashland Community and Technical College for dual credit course offerings for both college and career readiness. We offer 21 AP courses. We offer credit recovery for those students who need additional assistance to meet state-mandated graduatio requirements. OUR Family Resource Youth Service Center and Partners in Pride help to eliminiate barriers for our at-risk population. We offer accelerated learning opportunities , intense rememdiation, home hospital, and Alternative School Placement, etc. for our students in order to meet their needs.

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.

The mission of Russell High School is a reflection of the mission of the RISD which is to inspire and empower all students to reach their maximum potential: one student, one lesson, one day at a time. It is our desire to continue in the rich academic tradition for which we are known. Our tag line is "where tradition meets excellence" and our students are our top priority. Our vision statements are as follows: 1. Our School Family plays a criucial role in student development, achievement, and success. 2. Our Parents are supportive partners and are essential in the advancement of each student. 3. Our Comminty share our desire to develop highly skilled and productive citizens. 4. Our Technology enables our students to reach beyond the classroom. 5. Our Culture inspires leadership and excellence. 6. Our Academics focus on rigorous standards and global successes. Each week our faculty is reminded of these core beliefs. We are about kids, accountability, trasnparence, and commuunication.

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.

Pre Covid testing placed RHS in the .2 of a point from a 5 star rating. Our students preformed above state averages in all content areas. WE had the highest ACT composite average in our area with a 21.5 and we ranked among the top performers in the state. Post pandemic, our goal is to continue to achieve at high proficiency levels on state assessments. Other areas of notable distinction are the 11 state championships won by our Science Olympiad team and the 7 Governor's Scholar State championships. We also have 1 National Quiz Bowl championship and 3 Beta Club National championships. Our Band and Choir members achieve all state status on an annual basis. We offer 20 AP courses at RHS and 15 dual credit courses. Our areas of improvement include continued focus to increase student proficiency in reading and math, closing the achievement gap for our students in Special Education and supporting students in enhancing their college and career goals. We are implementing the ACE platform for our ILP's this year and are exited to see personal ownership as our students develop with this tool. Our teachers are working to vertically align curriculum with state standards and to determine where gaps in instruction may exist.

Additional Information

CSI/TSI Schools (including ATSI) 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.

Our priority focus is a culture where our focus, drive, and motivation is "all about kids." We have open communication with all stakeholders, we practice transparency in all that we do, and we hold ourselves and our students to a high level of accountability. "One student, one lesson, one day at a time!"

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>District website</u>		.

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>Master schedule, department meeting notes, and professional learning cadres, embedded PLC work, professional development records, and SBDM agendas and minutes.</p>
<p>KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>Teacher formal and summative observations, walk through data, aligned instructional text and resources, thoughtful inclusion of SEL work, student work samples, formative and summative student data.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>Teachers at RHS met to monitor student progress and provide needed intervention. They will continually use data collection from a variety of sources to make informed decisions about instructional practices and assessments. Teachers collaborate to create and revise common classroom assessments by department and assessments are aligned with the Kentucky Framework for Teaching State Standards. Classroom observations will also serve as evidence of assessments.</p>
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>Teachers work in content area teams to analyze common assessments and interim benchmark assessments in order to identify skill deficits. Line-item analysis data ensures that our teachers know how to prescriptively design instruction for the upcoming weeks. Teachers meet either bi-weekly or monthly to determine the instructional needs and address gaps in learning.</p>
<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Each content team as a student achievement coach or department chair that leads this work. Math and Reading teachers leaders are part of a cadre lead by our local coop, KEDC. Through this work and others, our</p>

Key Elements of the Teaching and Learning Environment - School

	<p>teachers are utilizing the KY Standards Resource work found KDE's website to lead groups through the standards modules so that we can develop curriculum to better meet the needs of our students. It is through this work that we will be able to better develop assessments and thus effectively monitor student data.</p>
<p>KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>We provide ESS to our at-risk student population to target learning deficits. Our Advisor/Advisee groups meet each month to work on topics of social/emotional learning, ILP development utilizing the ACE platform, and mental health services are provided by licensed mental health providers employed or contracted by the district when students are referred . We provide trauma informed care training, and have on staff two certified guidance counselors to assist with school-based counseling services. Our counselors, mental health providers, FRYSC, our DoSE, and some administrators meet monthly to track and monitor the progress of services provided. Our SRO officers work diligently to make connections with our students so that they and our community feel safe when coming to our school.</p>