

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Stephen Caniff
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Russell High School
(As it should appear in the official records)

School Mailing Address 709 Red Devil Lane
(If address is P.O. Box, also include street address.)

City Russell State KY Zip Code+4 (9 digits total) 41169-1561

County Greenup County

Telephone (606) 836-9658 Fax _____

Web site/URL <https://rhs.russellind.kyschools.us/> E-mail david.caniff@russellind.kyschools.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Sean Horne E-mail sean.horne@russellind.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Russell Independent School District Tel. (606) 836-9658

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Terry Vest
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	172
10	160
11	165
12 or higher	167
Total Students	664

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	69
(4) Total number of students in the school as of October 1, 2021	664
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 1 %
5 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 287

8. Students receiving special education services with an IEP: 9 %
Total number of students served 58

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>11</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>4</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>6</u> Specific Learning Disability
<u>15</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>20</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 6 %
Total number of students served: 42

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	43
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	95%	95%	96%	96%
High school graduation rate	99%	98%	98%	99%	98%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	165
Enrolled in a 4-year college or university	45%
Enrolled in a community college	25%
Enrolled in career/technical training program	2%
Found employment	14%
Joined the military or other public service	2%
Other	12%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Inspire and empower all students to reach their maximum potential: one student, one lesson, one day at a time.

17. Provide a URL link to the school's nondiscrimination policy.

<http://policy.ksba.org/Chapter.aspx?distid=118>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Russell High School is in North-Eastern Kentucky and serves two small suburban cities, Flatwoods and Russell, Kentucky. Russell Independent Schools (RISD) was founded in 1892. The total student population is approximately 2,200 with a staff of 175 certified employees and 230 classified employees. RISD offers educational services to students, from pre-school to twelfth grade. The goal at Russell High School (RHS) is to prepare our students to be college and/or career-ready when they graduate. All of our teachers meet Highly Skilled Educator Status and 100% teach content within their specified areas. Specialists such as speech-language pathologists, teachers of special education, gifted education, counselors, mental health therapists, and physical and occupational therapists provide specialized services to enable students to access the full range of educational services. Technology continues to be enhanced in all of our facilities with modern high-speed wired and wireless networking. We strive to be the best school district in the area with our programs, athletics, arts, academic offerings, etc., to provide the best overall foundation to attract families and students to our district. We are fortunate to be a leader in the area and our reputation of excellence sets us apart in the community. We are constantly seeking ways to contribute to our community. Our superintendent and our principals conduct regular tours of our facilities to prospective families to share what our district can offer their students. We also collaborate with local realtors and businesses to encourage families to look at real estate in our district. We are fortunate to have a 96% collection rate of taxes and are currently at the 84.9% tax rate on each \$100 worth of real estate. The district operates under a budget of approximately \$31 million annually. Our population has been stable over the last decade which helps our revenue from the state department through SEEK (The Support Education Excellence in Kentucky). Most funding comes from the local effort which demonstrates the community's commitment to education. We are continually looking at course offerings that will help meet the needs of our students to be college and career-ready. We strive to meet the needs of all our students to be successful as they transition to adult life.

All students attend Russell High School at low to no cost due to being a public school institution. We are committed to various facility and instructional upgrades to provide our students with a safe and orderly environment that will help meet their needs and provide them with a quality education. We place a great emphasis on student achievement as evidenced by the school improvement plans that correlate with the district plan and reflect the expectations of excellence. The school's Comprehensive Improvement Plan is developed and revised with stakeholder input. The plan is based on data gathered from various sources such as the Kentucky Summative Assessment, Classroom Assessments, College Readiness Benchmark Assessments, College Exams, etc., and contains strategies to improve student achievement with an intentional focus on narrowing achievement gaps. The plan is reviewed at least two times annually at board meetings with results being shared with all stakeholders in the school and community. School-Based Decision-Making councils and staff review components of the School Improvement Plans monthly. In addition, the principal regularly conducts walk-through/formative observations, consistently collects diagnostic information, and documents instructional practices occurring in the school. Last year was our seventh year of application for Non-Traditional Instructional Days (NTID) in which we utilized two days. While we maintained the NTID process during the Pandemic with all virtual learning and blended learning groups from March of 2020-May to 2021, we continue to work diligently with front-end preparations so that our students will have positive learning experiences anytime we need virtual learning options. Google Classroom has become our Learning Management System for both traditional learning and non-traditional learning.

Russell High School Staff continues to improve instructional practice to meet the demands of 21st-century students. The staff pursues professional learning opportunities to teach Advanced Placement and Dual Credit courses. We also partner with two local colleges and universities for dual credit course offerings for college and career readiness. We offer credit recovery for those students who need additional assistance to meet state-mandated graduation requirements. The Family Resource Youth Service Center and Partners in Pride help eliminate barriers for our at-risk population, as well. We offer accelerated learning opportunities, intense remediation, home hospital, Alternative School Placement, etc., for our students in order to meet their needs.

Russell High School's core beliefs are supporting our students and the school community, holding everyone

accountable, providing full transparency, and ensuring accurate communication among all stakeholders. These beliefs give the framework for a positive culture that inspires leadership and excellence among staff and students and transcends our rigorous standards for academic excellence and a focus on global success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Russell High School English Department challenges students to read, write, speak, and listen effectively. We do this through four grade-appropriate regular education classes, which prepare students for success on the ACT and On Demand writings, along with two ACT Prep classes to target eleventh and twelfth graders who have not met benchmarks in Reading or English. We also offer AP and Dual Credit courses such as AP Language and Composition, AP Literature, Dual Credit Writing 100, and Writing 200 through a state university.

The department has six highly qualified teachers, four have advanced degrees and two are currently in masters' programs. Instruction is delivered by lecture, group work, project-based learning, online, and interactive strategies. English teachers engage students daily in various ways: critical thinking, writing, public speaking, test-taking strategies, reading comprehension, listening skills, and collaboration skills. We have adopted "assessment capable, visible learning methods using learning targets," so students may identify what they are learning, how they are learning, and why they are learning. English class is where students are encouraged to become discerning consumers of information, to know what they believe, and to be able to articulate their ideas in writing, helping them to become contributing members of society.

Multiple types of assessments are utilized in the ELA department, formative assessments, such as beginning diagnostic testing, bellringers, College Equipped Readiness Tools (CERT) testing, and ACT "blitz" week where each component of the ACT is studied individually daily. Summative assessments include final exams and final research projects. Research papers are incorporated and completed in grades nine through twelve.

In addition to assignments for college-based courses, English teachers collaborate with our library to format and edit research projects and use the library space to increase student interest. Recent collaborative projects include the creation of Poe's The Masque of the Red Death room with students solving literary clues hidden in the library in order to survive the pestilence and a high school-appropriate "Speakeasy" escape room staged in the library and the classroom for "Gatsby Day," complete with 1920's food and attire and emphasizing literature in relation to the Jazz Age of American history.

In order to address language arts gaps identified between grade levels, we recently moved to common assessments across the department, ensuring that these strictly align with state curriculum standards. Guest speakers and multiple presenters have been utilized to address deficiencies for ACT needs.

Professional development is within the department and schoolwide to address co-curricular practices with On-Demand writing and to study the data analysis of state test scores. The department uses vertical teamwork and alignment with the middle school to ensure that students are receiving instruction and materials that best meet their specific needs.

ELA students have competed at our state Beta Convention in a book battle, poetry writing, and creative writing and in FBLA and Skills USA competitions, where students showcase their writing/public speaking skills gained through the English classrooms. Our students compete annually in Governor's Cup Academic competitions in Language Arts and Composition, many placing in the top ten in the State.

1b. Mathematics curriculum content, instruction, and assessment:

The department also offers three AP courses: AP Calculus AB, AP Calculus BC, and AP Statistics. We offer one Dual Credit course, College Algebra, through Morehead State University. The instructors who teach the AP and Dual Credit Courses must have specific training and certification (Rank I for Dual Credit) in order to be qualified to teach. There are multiple teachers holding a Rank I degree. The other instructors

in the department have Masters' degrees or higher.

Our instructors are available beyond the regular school day. We utilize online programs to increase college readiness, allowing students to receive instant feedback on their work. These programs are student-centered and can be completed at a student's pace. Instructors also use explicit instruction to assist our students in meeting Kentucky Curriculum Standards and Advanced Placement Standards. Data from these resources and other activities shape our formative assessment bell work, new instruction, and summative assessments.

At the end of the year, we administer common summative assessments for our required academic courses in Algebra I, Algebra II, and Geometry to determine that standards are met with proficiency. Teachers meet periodically in professional learning communities during the year to create common assessments and discuss students' academic needs. Students who are not meeting proficiency are referred to our Extended School Services program which meets before and after school.

Data are also used from our formative tools to equip college readiness and teacher referral to aid in scheduling for the following school year. Based on these data, a new scheduling tract has been established to address learning gaps. For the Juniors who are not currently ready for Algebra II, these students will have an Integrated course that reviews Algebra and Geometry curriculum standards, with the intention of preparation for the ACT.

COVID relief money was used to purchase TI-84CE graphing calculators for every math classroom. Teachers incorporate the graphing calculator into their lessons to aid the students in preparation for the ACT. Graphing calculators are also available to all students through the media center on a check-out basis for the entire school year. For state testing, teachers incorporate the DESMOS calculator, which is available on all school-issued student iPads.

1c. Science curriculum content, instruction, and assessment:

RHS offers regular and honors level courses in Biology, Introduction to Chemistry and Physics, Chemistry, and Physical Science. Our core science classes focus on the Kentucky Standards for Science which mirror the Next Generation Science Standards (NGSS). We offer various AP and Dual Credit courses in the sciences, including AP Biology, AP Environmental Science, AP Chemistry, AP Physics, Dual Credit Anatomy and Physiology, Dual Credit Biology, and Dual Credit Physics. All these courses aim to prepare students for college by presenting them with rigorous courses in high school. We also offer specifically career-oriented science classes in Medical Terminology, Medical, Clinical, and Computer Science, and AP Computer Science.

The science department utilizes a variety of teaching strategies including, direct instruction, explicit instruction, and other rigorous science practices, including hands-on labs using Vernier probes. They participate in Argument-Driven Inquiry and Scientific Argumentation during which students come up with a procedure to answer a guiding question, then have a class session to argue points of the procedures, write a lab report of the results, peer review each other's questions and submit the final draft as a summative assessment. The Rube Goldberg Project is used as a project-based learning experience. Teachers use formative assessments and frequent checks for learning to gain feedback and drive instruction, including exit slips, thumbs up/down, google forms, cold calling, through-course-tasks, and a host of others. Students apply what they've learned in innovative summative assessments used to evaluate students' overall understanding with tests/quizzes aligned to the KAS/NGSS. Providing rubrics set a high standard of performance alongside designing clear and effective questions to serve as a cause of success. During the year students enjoy field trips to destinations like Carter Caves, a local swamp, and Kings Island for STEAM-centered/hands-on activities and many others.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The RHS Social Studies Department strives to provide excellence in social studies education for our students. We offer a variety of AP courses: AP European History, AP United States History, AP Psychology, AP American Government, and AP Comparative Government. Elective courses such as Law

and Justice, Global Issues, Latin American Studies, Art History, and Kentucky Studies are offered to our students. We participate in the Kentucky Youth Assembly (KYA), Kentucky United Nations Assembly (KUNA), Student Y-Club, BETA, National Honor Society, and Rho Kappa.

Our highly qualified teachers use a range of teaching methods to deliver content. We use labs, case studies, hands-on activities, writing exercises, flipped classrooms, small and large group instruction, and inquiry-based projects. Our faculty utilizes bellringers, exit slips, class discussions, and other formative assessments to guide classroom teaching. Summative assessments such as content-specific mid-term and final exams, AP exams, papers, and other class projects are utilized to determine learning. Our curriculum is aligned with KY Academic Standards, and all graduating Seniors are required to have passed the KY Civics Exam under KRS 158.141.

Many classes utilize guest speakers to strengthen the content taught in our courses. Examples of student experiences that go above and beyond the usual social studies curriculum include Civil War reenactments; guest speakers for annual Police Week— guest speakers from five different police agencies visit and interact with students; local civics tours of county court sessions, county jail, and E-911 Center; visits from FBI agents to discuss career pathways and law enforcement techniques; visits from the federally-funded Crossroads Group where prisoners from the Federal Correctional Institution provide a guarded crime prevention seminar with our students. Our Kentucky Studies classes have visited and toured our beautiful Kentucky Capitol in Frankfort and have been recognized on the House and Senate Floors.

1e. For schools that serve grades 7-12:

Essential workplace ethics instruction occurs daily at Russell High School. Students are taught many of these skills indirectly with expectations embedded in the general education curriculum. Problem-solving, critical thinking, social and emotional learning, and embracing new ways of thinking are embedded in all content areas as students learn the discipline of meeting deadlines, producing quality work, and practicing the skill of collaboration.

In 2018-2019, our career readiness score was forty-six, and in 2021-2022 it was ninety, we almost doubled this score with our students. Where many students in our state were falling behind, our students were accelerated. We want to expand the definition of success for our students. In focusing on each individual child through Individual Learning Plans and strategic scheduling we were able to find what students were interested in and gave them a reason to be invested in the school.

Reliability, self-control, and motivation are expectations of each teacher, and teachers reinforce how these characteristics translate into work-ready skills. Many of our students are able to participate in career and technical education courses where co-op is a part of their instructional pathway.

Our Health Education courses instruct on the benefits of living drug and tobacco-free lives. We partner with Champions Against Drugs and take this message to elementary schools.

The Advisor/Advisee schedule promotes reliability and resume building by working on Individual Learning Profiles. This allows students to build their resume as their involvement in high school organizations and community service events are completed.

Russell High School offers twenty-one Advanced Placement (AP) classes at our school for Biology and Environment Science, Comparative and US Governments, US History, Mathematics, Psychology, multiple foreign languages, and others. We offer ten dual credit classes with four foreign language courses, two English, three Sciences, and one math. These courses are Latin III, IV, Spanish III, Spanish IV, English, Physics, Anatomy, and Biology, College Algebra. Some of our courses are offered on a rotating schedule.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All students take one or more courses in visual and/or performing arts. Our Fine Arts Department has nine visual arts offerings, three history/appreciation of fine arts classes, and six performance arts courses; all lessons align with National and Kentucky Arts Standards.

Our Visual Arts Educators are members of The National Art Education Association and the Kentucky Art Education Association. Our performance arts classes were named the National Association of Music Merchants' Best Communities for Music Education in 2019, 2020, 2021, and 2022. All music educators are members of the Kentucky Music Educators Association, having held offices at the District Level, providing opportunities for our musicians to participate in KMEA All-State Choir/Band/Orchestra; KMEA All-District Choir/Band/Orchestra; KMEA Solo/Ensemble Band/Orchestra (Distinguished/Proficient ratings); KMEA Large Ensemble (Distinguished ratings, Choir/Orchestra.) Jazz Band/Pep Band are offered, as extracurriculars.

Our History and Appreciation of Fine Arts students create cross-curricular activities incorporating science, history, and foreign cultures/languages. Specific examples include partnering with Spanish classes to discuss art/symbols of the Day of the Dead; augmented reality (AR)/virtual reality (VR) in art creation; virtually touring museums/art pieces; studying science/technology behind American film, the 1920s to the present; tying famous art, music, and fashion to history, such as Guernica being tied to the Nazi blitzkrieg.

2b. Physical education/health/nutrition

Health and Physical Education (PE) are required for Kentucky high school students as a minimum graduation requirement. All of our students have taken or will take both Health and Physical Education. In grade nine, students are provided with an integrated health and wellness and physical education course daily. We also offer strength and conditioning courses for all grade-level athletes. In grades 11 and 12, all students are offered an additional integrated physical education and health course. The Health and PE educators are members of Kentucky Shape and in charge of our school's Wellness Committee. They develop, in partnership with school administration, an Action Plan for Alliance For A Healthier Generation. PE employs student-led instruction and peer teaching in order to develop the marketable skills of leadership and intrinsic motivation. The instructor also utilizes direct instruction, game-based learning, differentiated instruction, and technology-based learning (video analysis). The Wellness Committee has implemented a Trauma-informed approach to school policies, a school coordination team to integrate those strategies, and school continuous improvement processes to advance health and learning. Their goals for this year are school implementation of farm-to-school activities and working toward the availability of physical activity breaks in classrooms.

2c. Foreign language(s), if offered (if not offered, leave blank)

Approximately 70% of the student body, grades 9-12, participate in at least one full-year world language course. Our World Language department offers Spanish, French, and Latin with dual credit and AP courses offered in each language.

Our French Club displays culinary skills for French Food Week, and many of these students participate in national/international trips. We offer five levels of Latin instruction, Latin III and IV as dual credit and Latin V as an AP course. Spanish classes celebrate the Day of the Dead and National Hispanic Heritage Month, providing food and artwork for our school and our community during Ashland Latin Night. Student members of the Spanish Honors Society participate in The Sociedad Honoraria Hispánica, attend workshops, and run for offices at the annual KY Spanish Convention. Our Spanish instructor serves as KY Director and Region 3 Director of the American Association of Teachers of Spanish and Portuguese.

Our world language educators are members of the American Council on the Teaching of Foreign Languages, and their curriculum aligns with ACTFL standards; instruction is proficiency-based with explicit instruction. Students learn the history, culture, language, and customs of other lands to increase their essential skills to participate in our ever-changing global society.

2d. Technology/library/media

Our students utilize various technologies, including both Apple and Microsoft systems. All of students are issued personal iPads with keyboards. Annually, the Library Media Specialist conducts an extensive Freshmen Orientation which includes checkout procedures, computer labs, visitation schedules, and iPad care and warranties.

Technology courses are open to all grades and cover digital citizenship, Microsoft software with certification options, cybersecurity, and computer networking. Students also learn about emerging technologies such as virtual reality, augmented reality, and artificial intelligence. In collaboration with the Library Media Specialist (LMS), assessment in technology involves projects, and quizzes both formative and summative exams.

Our library curriculum covers various research methods (databases through Kentucky Virtual Library, academic journals, and online resources,) and instruction on citation styles, plagiarism, website selection, and academic integrity. Assessment involves annotated bibliographies (formative) and completed research projects/papers (summative). Additionally, the LMS teaches MLA and APA formats; grammar and writing style guides; and composition, editing, and proofreading essential skills.

Our media curriculum covers topics such as media literacy, video production, yearbook production, and graphic design. It is open to 11th-12th-grade students and meets daily as a Journalism or Yearbook class. Students learn how to critically analyze media messages and create media content that respects copyright laws.

2e. Any other interesting or innovative curriculum programs you would like to share

Russell High School has other additional curricular offerings that are available to the general student population. The CTE department offers Business Management and Entrepreneurship, Manufacturing Technology (Computer Aided Drafting), Manufacturing Technology (Welding), Construction Technology (Electricity-NCCER), Health Sciences (Pre-Nursing and Allied Health), and Information Technology (Computer Science). A program of studies for each career pathway is a coherent, unduplicated sequence of rigorous academic and career/technical courses including dual credit opportunities, leading to postsecondary degrees and industry-recognized certifications and/or licensures.

Additionally, RHS provides strong co-curricular activities supporting scientific thinking, inquiry, engineering practices, and modeling through the numerous Science Olympiad competitive events like Mission Possible, Experimental Design, and Forensics. The RHS teams have been very successful, placing 1st or 2nd in State sixteen times in the last nineteen years.

The Governor's Cup team has proven its strength and allows the students to acquire a great deal of science knowledge complementing their hands-on experiences by boasting a number of Governor's Cup Championships, including seven State Championships for the years 2018, 2016, 2011, 2006, 2004, 1997 and 1996, and three State Runners-Up for years 2015, 2008 and 1998, third place finalists six times, for years 2021, 2019, 2014, 2013, 2000 and 1992 and fourth place finalists in 1995. They have also competed and placed nationally at the National Academic Quiz Bowl Tournament. Our Future Problem Solving Teams and Individual Competitors have competed both nationally and internationally.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level have several supports in place to address academic, social, and emotional needs. Our goal is to make sure that all students have rigorous instruction to help them achieve success. We identify social emotional and academic needs by looking at academic as well as demographic data, grades, attendance, and behavior. RHS teachers strive to build trusting relationships by creating an environment that supports student learning and success.

Students utilize in-house therapy and three outside agencies whose therapists only serve Russell Schools. We currently use an assessment tool that is given three times a year to gather data on student performance, allowing us to identify and address deficit areas. Teachers, counselors, and parents may refer, along with student requests for counseling services.

Following the administering of the college-equipped readiness tool, departments analyze data and formulate plans to address student needs. Students who are in need of additional support are referred to Extended School Services (ESS). Sessions are offered before school or after school twice weekly from 40 minutes to an hour. Teachers from each content area such as Social Studies, Math, English, and Science assist the students in need. In order to remove barriers, transportation is provided for students.

RHS plans to decrease the number of Economically Disadvantaged and Students with Disabilities scoring novice and apprentice based on Kentucky Department of Education delivery targets as measured by state assessments. Students with identified needs are strategically scheduled in classes that are based on their needs and interests. Multiple content-specific ACT preparation and content enhancement courses are designed to strengthen content knowledge, increasing the number of students who meet benchmarks and be college and career ready. Teachers use many different strategies to deliver content to students. These strategies include formative assessments, differentiated instruction, and summative assessments to ensure high levels of success, such as increasing college and career readiness, improving scores on Kentucky State Assessments, and meeting other student-specific needs.

3b. Students performing above grade level:

Students who are performing above grade level have a number of opportunities to meet their needs with appropriate challenges at RHS. Students who are accelerated have the opportunity to complete math courses that align with their college and career goals. Students complete Honors and AP classes based on their own accelerated path and finalize their high school career with a plethora of college and AP credits. Students on early accelerated paths take Algebra 1, Geometry, and foreign language courses beginning in middle school, which allows a further progression of those areas during their high school career.

Student needs are identified using a variety of academic data points, teacher recommendations, and the student's gifted and talented service plan. RHS offers a wide range of courses including a large variety of Advanced Placement courses and with our partnership with local college Dual Credit courses, twenty-one Advanced Placement courses in Biology, Environment Science, Comparative Government, and US Government. Additionally, by partnering with our local colleges, we are able to offer ten dual credit classes that include foreign language, English, Science, and math. The courses include Latin III and IV, Spanish III and IV, and two English courses, Physics, Anatomy, Biology, and College Algebra. If students take advantage of all the AP and Dual Credit courses that are available to them they can go into their college career with two years of college credit under their belt.

Students also have the opportunity to take Career and Technical courses that can address a wider range of subjects and fields which they wish to pursue after graduation. Russell High School offers Business Management and Entrepreneurship, Manufacturing Technology, Computer Aided Drafting, Manufacturing Technology, Welding, Construction Technology, Electricity-NCCER, Health Sciences Pre-Nursing and Allied Health, Information Technology, and Computer Science. A program of studies for each career pathway is a coherent, unduplicated sequence of rigorous academic and career/technical courses including dual credit opportunities, leading to postsecondary degrees and industry-recognized certifications and/or licensures.

3c. Students with disabilities:

Our students with disabilities are serviced based on their unique and individual needs. Our school began the UNIFIED club this year for our students with the most significant needs as a way to include these students more into the culture of the school by providing safe, age-appropriate activities that students can participate in together. We have a sports league, Challenger, for both basketball and baseball for our special needs students that are supported by our school-affiliated youth sports clubs in conjunction with our Varsity. We also open up our sports to surrounding school districts in an effort to support awareness and inclusion of people with disabilities within the community. We make a concerted effort with project-based learning to include all populations of our student body. This past year we developed a play based on social language which included general education and special education students equally. With the help of our community, we were able to show the video production of the play at our local movie theatre and invite community members to attend. We offer access to our Job Coach program, in which we employ two job coach specialists. Their goal is to prepare and empower our students with workforce skills that will help them post-graduation. At the end of the program, students will be able to go out into the community and secure a job to earn money.

While we do use curriculum programs to support our students with disabilities both for academic and social skills, our focus is on teaching students specific strategies they can use across settings to help compensate for their deficits. Our special education staff spends time throughout the year with our regional coop participating in strategies-based training to achieve these goals.

3d. English Language Learners:

English Language Learners (ELL) are serviced through an English immersion model. They are assessed by the ELL coordinator and with programs that offer a Native language option for testing. Based on test results, classwork is modified accordingly. Students are provided with school-owned iPads with keyboards that are equipped with Google Translate to assist with assignments and communicate with teachers, and they are also provided with graphing calculators. These ELLs have used technology to share with their classmates, visually and in writing, their personal educational histories, providing a multicultural opportunity to see how education is administered and experienced throughout the world.

In collaboration with the Library Media Specialist, book-club books, highlighters, erasers, Spanish/English dictionaries, and other classroom supplies have been provided to our ELL students, and classroom space has been provided in the library and in computer labs for small groups and individual instruction.

ELL students also have an instructional aide who works solely with them and on their behalf, both during and outside of class, to help modify and translate classwork and to assist general education teachers with appropriate assignments and feedback. Essential skills, such as organization, punctuality, responsibility, and oral communication are also taught and reinforced. With her advocacy, these ELL students should become more proficient in the English language and better able to successfully navigate their academics, career paths, and life skills.

3e. Other populations, if a special program or intervention is offered:

Chronically absent students and truant students are addressed through our attendance committee. Our committee is composed of teachers, attendance clerks, the Director of Pupil Personnel, the principal, the assistant principal, counselors, and teachers. In this committee, we look at attendance and the root causes behind the attendance. If a student is deemed chronically absent they are, along with their parents/guardians, to attend the meeting to explain so that we as a team can develop a plan moving forward. Students who are at risk will be identified through a team of teachers, counselors, and principals. They will be identified through behavioral data, attendance data, academic data, social/emotional data, demographic data, and previous school history. A specific individualized learning plan will be developed for each student to address these needs. We look at the big picture for each of our students to make sure that they have equitable access to educational opportunities. We offer the weekend food bag program in which we identify students who may be in need of some assistance at home. Russell High School collaborates with community partners to provide a food bag for these students to take home on Fridays to help them have nutritious meals for the

weekend. Through the collaboration of a program called Partners in Pride, we are able to provide new clothing items to students in need for the duration of the school year.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We strive to consider the whole student in every decision made at our school and strive to provide opportunities for students that align with their Individual Learning Plans and the student's personal college and career goals. We honor diversity and identity and ensure equitable opportunities for all students. We want students to have a connection with their school and community and take pride in what they are doing. Our teachers and faculty are involved in building relationships with students. We encourage our staff to be visible at events that our students are involved in to get to know not only them but their families as well. The majority of our staff are involved in extracurricular activities and clubs. This allows the students to get to know our teachers and staff and build a connection with each other. The majority of our students are also involved in an activity, club, or extracurricular activity.

We have currently added several sports programs and activities to engage students. Students have led the movement to bring ESports, Bass Fishing, and Wrestling to our school athletics program. These are all Kentucky High School Athletic Association sports. In each of these instances, a student approached the principal and asked about the process of getting these programs started. This showed the students the appropriate process and how to navigate getting something started.

Our Student Technology Leadership Program (STLP) has won many awards and qualified for state competitions. In addition, their work in promoting AR/VR in classrooms has led to a substantial technology grant that saw the purchase of many new ways to enhance student learning through technology in the classroom. Our students have the opportunity to join and be a part of several clubs and organizations through Career and Technical Education programs. Students participate and compete in skills competitions that will put them in a competitive position to secure jobs once they graduate from high school. Russell High School provides strong extracurricular curricular activities supporting scientific thinking, inquiry, engineering practices, and modeling through the numerous Science Olympiad competitive events like Mission Possible, Experimental Design, and Forensics. The RHS teams have been very successful, placing first or second in State sixteen times in the last nineteen years. Science Olympiad allows the students to acquire a great deal of scientific knowledge to complement their hands-on experiences. Our Academic team has also had many great successes at the state Governor's Cup competition placing in the top five almost every year and winning as well.

2. Engaging Families and Community:

At Russell High School we engage families and communities in a variety of ways to help ensure the success of our school. We routinely elicit feedback from students and parents to make informed decisions for our school. Through our student government, we work together with our student body to make decisions and gather input that will help our school continue to grow. We work closely with our family resource center to seek advice on what assistance families need and how to provide it. Our School resource officers are a vital part of our decision-making process when dealing with discipline and procedures regarding safety. We also utilize them to recognize students that may need to be handled with care. We reach out to our community through our Site-Based Decision-Making committees to guide and make informed decisions about our school. Our Key Club volunteers in many activities and works with our community and local Kiwanis Club. Key Club's best example of a service project includes Volunteering for the Community Harvest Festival where students combine to volunteer over 100 hours throughout the days. Another important service project is the Thanksgiving Baskets that students assemble for families around the holiday. Our dance team performed at a local retirement home to provide entertainment for the residents and Christmas. The Air Force Junior Reserves Officer Training Corps (JROTC) is a constant presence in our community. They provide honor guard services to families of veterans who have recently passed away and are asked to present colors and many community functions.

We also partner with several colleges and universities. We offer dual credit classes through two local Universities. Through competitions and campus visits, students can experience these campuses and expose

them to higher educational opportunities.

Our Career and Technical Education strand has strong ties to the local community and has formed a Steering Committee comprised of industry leaders, local politicians, and community members. The purpose of this Steering Committee is to advise our CTE Program about the needs of employers now and in the future. Further, the Steering Committee allows students and educators ways to partner to serve the community. The Allied Health Program has conducted Blood Drives with the American Red Cross, provided care packages to individuals undergoing chemotherapy, and visited nursing homes. The Business and Welding programs developed local products and advertising for the revitalized Russell Campaign. This led to the students being recognized at a Russell City Council Meeting.

3. Creating Professional Culture:

Russell High School offers professional learning that empowers teachers to utilize technology integration, writing instruction focused on common language and structures, math alignment, a formative assessment aligned to standards, and an intentional focus on mental health. Two top priorities that support continuous improvement involve standards work to accelerate learning for students instead of remediation so that our students can recover from educational loss during the Pandemic. Professional Learning related to instructional practice is a second priority. Russell High School is focused on true professional learning experiences rather than simply meeting professional development requirements.

Additionally, we offer Teacher Academies in an effort to offer teachers opportunities to choose a professional learning pathway to meet professional development requirements and to support our teachers' career paths as well as work toward teacher retention. Russell High School's teacher academy provides five Pathways in which professional learning is embedded into the district plan. Teachers that are new to our school are assigned a mentor teacher to coach them and provide feedback so that they will be successful in their first year of teaching. Other teachers may choose the Instructional Coaching pathway, the Leadership pathway, the Continuing Education pathway, National Board Certified Pathway, or a teacher can choose to complete the school-approved professional development pathway.

Our content area teams have teacher leaders that train with the Collaborative Response to Reimagine Schools for All, CRESSA Teams from the Kentucky Department of Education, through our local Kentucky Educational Development Cooperative, KEDC. These teacher leaders bring back the learning and leadership within their own departments. This is an ongoing process that will continue to take some time. The ultimate indicator of success occurs by examining student responses on benchmark, formative, and summative assessments.

We have an ongoing partnership with the cohorts for math, ELA, Science, and Social Studies, the deeper learning initiative, and all five areas of our professional learning pathways for our teachers. Since the discontinuation of the Kentucky Teacher Internship Program, KTIP, we developed our own mentor program to support new teachers. All of this will ensure consistency and intentional focus on the importance of this work. Principals and district staff are in constant communication with our teachers to ensure the validity and fidelity of this ongoing work. We have involved all stakeholders in the process of teacher development for retention. The intended results are for teachers' interests to be supported by the school and provide those experiences for them so that we retain quality educators.

4. School Leadership:

The school's leadership philosophy is to support and empower teachers so that they can effectively teach and empower our students. Our goal as a leadership team is to provide resources and remove any barriers for teachers to successfully teach the content to our students so that they can show growth and achieve success. The principal guides the administrative team which consists of an assistant principal, and two guidance counselors. We utilize Curriculum Coaches that are comprised of our content area teacher leaders to disseminate information back to their respective departments. We have monthly meetings to discuss academic and demographic data, information, and goals that will help guide the academic process. Together with the administration team we develop a schedule and plan to address all student needs from students

performing above grade level to those performing below. We work closely with the Superintendent and District Assessment Coordinator to determine the needs and curriculum that best suit our staff and students. Beginning with the principal and assistant principal we look at our course offerings and what teachers can teach. From that point forward we design and create a schedule based on student requests. Our counselors will meet with each student individually to schedule classes based on their needs and their Individual learning plan. Once our plan is in place we will monitor this throughout the year to make sure all students are prepared and successful. Our administration team meets daily to discuss any issues or problems that would and can affect our school. We examine the social/emotional needs as well as the academic needs of our students. During Post Pandemic we really had to sit down and examine how and why we do what we do.

We are in the process of developing future leaders as well. We offer pathways for teachers who are interested in leadership skills and future job placement. We want to grow and develop teachers and bridge the gap between the next generation of leaders in our district.

Additionally, we also work closely with our student government. Our student government is the voice of our student body. From this, we make decisions that address several aspects of our student population that include but not limited to dress code, prom, new ideas, topics of concern, etc. We value this group of students because it allows us to work together as a team for the betterment of the school.

5. Culturally Responsive Teaching and Learning:

Our school provides multiple opportunities for engagement for families from all walks of life. Our Family Resource Youth Service Center (FRYSC) is a huge asset to our school. Our FRYSC provides a direct line for families to reach out and report needs that are directly impacting students' lives. These services include help with basic needs of clothing, utilities, housing, and food. FRYSC also provides an opportunity for families to come to the school and meet with community agencies who can offer support.

Our small school size allows us to individually meet the needs of students and families. We are able to provide one on one time to families when needed with the appropriate school staff to aid in issues that arise. While we are rural and the amount of diverse learners we have is small, we are able to provide many supports in small group and individual settings with a small-town feel.

Our diverse learners are supported both in the classroom and in the community through a variety of programs such as Big Brothers and Big Sisters, Challenger Leagues, Title I programs, special education programs, Extended School Services, Alternative Schools, multiple opportunities for all students to participate in clubs, athletics, and other extracurricular activities that are sensitive to all learners.

We also have several students with different ethnic and religious backgrounds. Religions represented in our school include Christianity, Mormonism, Islam, Hinduism, and Judaism. We make sure that our culturally diverse students feel safe and welcome and welcome different cultural and ethnic backgrounds to help our school grow and become more diverse. Most recently, a student-initiated chapter of the Gay/Straight Alliance was formed at our school to support the needs of our students. This club allows students another avenue to get involved and stay connected to the school.

PART VI - STRATEGY FOR EXCELLENCE

We are changing the definition of success for our students. Our overall goal is to better prepare them for life beyond school with skills and strategies that will aid them to be better citizens and employees. In order to focus on the whole student we restructured some of our school policies so that students could explore their interests and passions to find success. Whether that be band, choir, welding, electricity, or business our school allows students to explore fields of interest that could spark a fire in them intrinsically.

We take a strategic process in hiring our new faculty and staff, emphasizing our commitment and vetting them to make sure they will fit into our team. New hires participate in a teacher academy to discuss the expectations and the tradition that we have at our high school. New teachers are partnered with veteran teachers for the duration of the year. The mentor and mentee attend professional learning, conduct peer observations, and spend a designated number of hours working together.

Our counselors and mental health care workers also do a great job of removing any barriers that students may face that would impede learning. Many students face a myriad of challenges in their home life that could give them challenges in the classroom. Our counselors can identify these barriers and find strategies that they can use to be successful in the classroom.

In the past several years we have given more emphasis on students' voices. The Student Government has had a more direct role in voicing ideas and helping the administration with upcoming events. We have an open-door policy that allows students to come in and bring any concerns to us. This year a group of students came to us about a change in venue for prom. Since the pandemic, our prom and homecoming dances have been at the high school. The students wanted to differentiate our prom from our homecoming dance, making it a more special occasion. We discussed different options and decided upon a site that would all parties would be happy with, ensuring that they would have a great Junior/Senior prom.

In summation, our strategy for excellence has been to expand our definition of student success. Students' Individual Learning Profiles and student conferencing reveal their passions, and that gives us the opportunity to modify our offerings and supports to enable our students to pursue their passions in pathways leading to successful careers and citizenry.