

Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: During the 18-19 school year, Russell Independent will increase the proficiency in the areas of reading and math as measured by year to year proficient and distinguished student scores in elementary, middle, and high school. In the 2017-2018 school year, Russell-McDowell had a strong indicator score of 82.6, Russell Middle school 83.1, and Russell High School 70.8.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 All students will demonstrate a proficiency in reading and mathematics by 12/30/2019 as measured by performance in Reading and Mathematics on the Kentucky State Assessment by demonstrating measured gains in student achievement from year to year comparisons.	Russell Independent 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, one on one conversations with administrators, and teacher data collection records.	Line Item Analysis, Common Assessments, Progress on district benchmark instruments and web based tools, etc	Periodic Moments through the Year	20,000
		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.	Exact Path	Periodic Moments through the Year Monthly Rtl SWAT analysis	25,400
		Schools will work towards horizontal and vertical alignment of common core standards to ensure students will gain mastery	This will be evidenced through lesson plans, Student Achievement Coach	Periodic Moments through the Year	500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>in common core subjects. Teachers will work within departments to align curriculum using the common core check sheets in daily planning, align study guides and assessments to the standards, and track and monitor student progress towards standards mastery. This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, and conversations with building principals</p>	<p>Meetings, department meetings, and conversations with building principals. Additional resources will be purchased to assist teachers through curriculum funds.</p>		
Objective 2					

2: Separate Academic Indicator

Goal 2: During the 18-19 school year, Russell Independent 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 elementary, middle, and high school. In the 2017-2018 school year, Russell McDowell Intermediate School yielded a decrease in On Demand for the 2017-2018 year with a proficiency and distinguished percent of 45.3 as compared to the previous year's score of 54.0. Science yielded a 64.1 Indicator score and Social Studies an 87.3 indicator score. Russell Middle school demonstrated growth with a proficiency and distinguished score of 57.1% as compared to the previous year's score of 40.3. Science yielded a 60.9 indicator score and Social Studies a 90.6 indicator score. Russell High school also showed an increase from 61.9% to 72% proficient and distinguished students.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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<p>Objective 1 Russell Independent plans to continue a district and school level focus for writing from moving students out of novice and apprentice to proficiency by 12-30-2019 as measured by state assessment results with increases at all levels by a minimum of 2% annually for middle and high and 8% for the elementary.</p>	<p>1. Teachers will teach writing integrated into daily content area lessons for a variety of audiences, purposes, and writing that promotes independent thinking using Kentucky Core 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</p>	<p>Multiple opportunities will be provided for students to develop complex communication skills for a variety of purposes.</p> <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 <p>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</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>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 Rubrics to guide instruction in Writer's Workshop.</p>	<p>0</p>

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	<p>the 6+1 Traits will be taught daily.</p> <p>2. Teachers will conference with students on authentic writing pieces including opinion/argumentative, informational/explanatory, and narrative using the 6 + 1 Traits Rubric. Intentional time will be scheduled within the instructional day for writing instruction and experiences.</p>	<p>kinds of opportunities. Some of the opportunities but not limited to are:</p> <ul style="list-style-type: none"> • Breakfast with the Arts • Communication Day • Peer-Tutoring • STLP Activities • Essay Contests • Technology Showcase • Family Nights • Plays • Thrive Leaders • CARES Leaders • Chick-fil-La Leaders <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.</p> <p>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>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 exemplars will be</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 Rubrics to guide instruction in Writer’s Workshop.</p> <p>Evidence shown in student work will show use of 6 + 1 Traits rubrics.</p>	<p>0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>A variety of technological tools will be used in the writing process.</p> <ol style="list-style-type: none"> 1. Students will be able to evaluate or communicate using critical thinking skills. 2. Students will be able to seek a new or deeper understanding based on inquiry around a topic. 3. Students will be able to demonstrate new understanding through collaborating, creating and making global connections. 	used to model writing for students	<p>Teacher plans will show evidence of mini lessons that are based on results of conferencing with students.</p> <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 an On Demand. Students will learn the difference between passage based and stand-alone prompts and the time frame's that they are given to respond. There will be specific On Demand prompts practiced each month with feedback given to students.</p>	<p>All students 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 bi-monthly on demand scrimmage writings in grades 3-12.</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 writing using the state on demand rubric.</p> <p>Bi-monthly on demand practice results will be reviewed at faculty and grade level PLCs as evidenced by PLC feedback forms and Faculty PLC agendas.</p>	0
<p>Objective 2 Russell Independent plans to continue a district and school</p>	<p>Russell Independent will analyze formative and</p>	<p>Schools will work towards horizontal and vertical alignment of social studies and</p>	<p>Students work over time shows an increase</p>	<p>This will be evidenced through lesson plans, Student Achievement Coach Meetings, department</p>	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>level focus for social studies and science from moving students out of novice and apprentice to proficiency by 12-30-2019 as measured by state assessment results indicator scores with increases at all levels by a minimum of 4% annually for science and 1% for the social studies.</p>	<p>summative assessments to make informed decisions regarding curriculum alignment and instructional strategies to meet the needs of all learners in the areas of Social Studies and Science.</p>	<p>science standards to ensure 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 the standards, and track and monitor student progress towards standards mastery.</p>	<p>in understanding of the standards. Data Tracking Results and TCT scores show mastery of standards</p>	<p>meetings, and conversations with building principals. Feedback given to students on work</p>	
		<p>Teachers will continually use data collection from a common Social Studies Assessments, Common Science Assessments, TCT data, and formative data to make informed decision about instructional practice and meet the needs of individual students.</p>	<p>Students work over time shows an increase in understanding of the standards. Data Tracking Results and TCT scores show mastery of standards</p>	<p>This will be evidenced through department meetings, one on one conversations with administrators, and teacher data collection records. Feedback given to students on work</p>	0

3: Gap

Goal 3: During the 2018-2019 school year, Russell Independent will meet the needs of our GAP Population by striving to close achievement discrepancies to meet school specific delivery targets that are above the CSI Cut Scores in Proficiency, Separate Academic Indicator, Growth, Transition Readiness and Graduation Rates of free and reduced lunch students and special education students.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

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- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
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Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Russell Independent plans to decrease the number of Economically Disadvantaged and Students with Disabilities scoring novice and apprentice by 2% yearly in Reading and Math by 12/30/2019 as measured by State Assessment Results.	Students who qualify for RTI under our 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 an IEP will be given high quality instructional supports as defined by their IEP to level the playing field and ensure their success.	Students will be provided with supplemental site word recognition and fluency skills to assist them in becoming better readers. Teachers will utilize Study Island resources at grade levels 3-8 to target Reading Common Core Standards for proficiency and Math Common Core Proficiency. We have an aligned K-8 math blended series approach with Go Math from HMH products. Teachers spend one hour to an hour and a half on mathematics core instruction daily. The individualized personal trainer provides additional support on targeted skills specific to each student. At RPS Reading Eggs and Reading Eggspress will be implemented. At the High	Marie Carbo, Reading Eggs, Study Island, Exact Path, Plato Courseware, Star Assessment in Reading, Formative Class Data, etc	Yearlong Monitoring	45,000 Edmentum products, 5,000 STAR, and \$315 Marie Carbo

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>School level, Edmentum Courseware will be implemented to target and address proficiency issues within ELA and Math standards. Additionally, ACT Academy and Plato resources and assessments will be utilized for grade 11 and grade 12 students not meeting benchmark on ACT. Marie Carbo is also used at RHS to assist with our FMD population. Exact Path is used to benchmark progress 3 times per year in grades K-8.</p>			
		<p>The students scoring in the lowest 20% of first grade in reading qualify for Reading Recovery. Some students receive one-on-one instruction and other students receive small group instruction. The instructional period last for 20 weeks. The strategies and intensive intervention is designed to assist students with becoming on grade level by the end of first grade.</p>	<p>Evidenced by the Reading Recovery Benchmarks and release from the program. Additionally, student profiles are tracked through high school to ensure success of the program and measured by student proficiency.</p>	<p>Daily, Weekly, Monthly</p>	<p>131,500</p>
		<p>Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve reading and math skills so that students will be able to reach proficiency in grades K-8.</p>	<p>Formative and summative student performance, Exact path data, monthly Title meeting, etc</p>	<p>Monthly</p>	<p>396,866</p>
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

4: Graduation rate

Goal 4: During the 18-19 school year, Russell High School will work to continue excellence with graduation rates averaging 98% from year to year.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Russell Independent will strive for continued graduation rates of excellence. Our current four year graduation rate is 99.3 and we will maintain with a minimum of 96% by 12/30/2019.	Russell High School will continue to strive for 98% graduation rate each year. Our 4 year rate this past year is 99.3. For the 2018-2019 school year we will utilize all school and district resources to ensure we continue to meet a minimum of 96%.	Russell Independent Schools will work with students individually, conduct home visits daily, 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
Objective 2					

5: Growth

Goal 5: During the 18-19 school year, Russell Independent Schools will meet the needs of the individual student so that they will be able to demonstrate growth in Reading and Mathematics.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Russell Independent teachers, principals, the CAO, and the PD coordinator will collaborate to support teachers with continued professional learning by 12/30/2019 as measured by classroom observations, relationships built between students and teachers, job embedded professional learning to increased student growth opportunities in reading and math.	Russell Independent will provide professional learning opportunities, professional learning communities, and teacher leadership opportunities with follow up activities to promote and support professional learning so that students will reach proficiency and demonstrate growth.	Russell Independent will continue to utilize Growth Mindset, Proven Strategies, Poverty Studies, Kagan Structures, curriculum alignment, Understanding GAP, writing strategies, formative math probes for deeper learning, differentiated instruction, new math series instruction, RTI training, etc. Resources will be purchased so that Principals and teacher leaders can present mini 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 weekly and bi weekly with and without building level administration to effectively	Student performance on formative class measure, teacher	Periodically throughout the year.	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		make curriculum decisions and have an appropriate level of influence on instructional decisions. Teachers will analyze student data results from state assessment, STAR, Study Island, Exact Path, and 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.	reflections, classroom observations, meeting minutes, etc.		
		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 measure, teacher reflections, classroom observations, etc.	Periodically throughout the year.	0
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

6: Transition Readiness

Goal 6: During the 18-19 school year, Russell Independent will increase the number of students who are transition ready.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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<p>Objective 1</p> <p>Russell Independent will increase student transition growth of students who are college or career ready by 12/30/2019. Currently 64.5% of our students met transition readiness. We would like to increase to 75% at the high school as measured by ACT, enrollment in pathway completions, Industry Certifications, and proficiency in math and reading grades 3-8.</p>	<p>Russell Independent 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 to 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 benchmark on the ACT will be given specific instruction to meet benchmark on ACT. 14 Dual Credit and 20 AP classes are offered as a means for students to reach transition readiness. Russell Independent will also ensure that our career pathway students have had the opportunity to complete courses in their pathway so that they can assess with EOP and or complete the industry certifications in their field of study. Early guidance with 8th grade students and freshman will also be intentional to make sure we are placing students in course that meet their interests and needs so that they will be able to complete a course of study to become career ready. ASVAB will also be given to students who wish to take the assessment to help them reach career status as well. K-8 grade</p>	<p>Formative Assessments and completer status with passing of certifications.</p>	<p>Periodic monitoring during the year.</p>	<p>35,000</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		teachers will focus on math and reading proficiency for transition readiness.			
		The persistence to graduation tool in IC is one tool to be utilized to identify students who are at-risk for not graduation. Students who are failing courses may be enrolled in our Plato Credit Recovery Program so that these students can graduate on time with peers with a high school diploma. Additionally, community resources will be utilized to present information to students about post-secondary education, vocational training, and occupations that are available. Our job coaches, who are funded by part grant funding and part district funding, work with our most at risk population 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.	Completion of courses and work placement options for students	Periodic monitoring during the year.	30,000
	Objective 2				

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective 2					