



2020-21 Phase One: Continuous Improvement Diagnostic for Districts

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Russell Independent
Michael Horne
409 Belfont Street
Russell, Kentucky, 41169
United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Districts

. The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31

- Continuation of Learning Plan for Districts (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.
Dr. M. Sean Horne



2020-21 Phase Two: The Needs Assessment for Districts

2020-21 Phase Two: The Needs Assessment for Districts

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2020-21 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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

Russell independent utilizes district leadership teams, school teams, and a combination of school and district teams when analyzing data. Our district team is comprised of our Building Level Principals, Assistant Principals, Chief Academic Officer, DPP, DoSE, Gifted and Talented Coordinator, Content Teacher Leaders, and the Superintendent. Our school teams work in grade level or content groups both vertically and horizontally, and in whole school group settings. Our school teams are located at Russell Primary School, Russell McDowell Intermediate School, Russell Middle School, Russell Alternative School, and Russell High School. Additionally, our SBDM councils at each school focus monthly on student data results and work to revise or implement policy to enhance student achievement. The principals, superintendent, chief academic officer, and the DPP meet in the early fall to check our students' state scores to analyze if goals set forth the previous year were met. Due to COVID-19, schools are currently assessing student's prior knowledge to prescribe instruction for the current school year. Principals use the data to monitor individual student growth. Additionally, in past years during the fall our schools work with a data analysis team from KASC to disaggregate the state data. The teachers use the information from previous years' testing to track and monitor individual students in their current classrooms as one of the pieces of evidence. This year we are using formative classroom data, interim benchmark data, and other sources to locate gaps in instruction and move forward with grade-level standards assignments and instruction. Our District Team also meets throughout the year to ensure standards alignment, instructional alignment, and assessment are seamless from class to class, grade to grade, and building to building. Professional Learning is then taken back to the schools to provide support to all content teachers. Grade level teams and departments meet monthly at each school to use formative data from classwork, exit slips, common assessments, etc to progress monitor student mastery of content. RTI data teams meet weekly, biweekly, or monthly depending on the needs of the students to progress monitor. Each grade level or department has a student achievement coach teacher leader who sets agendas and meetings. The student achievement coaches meet with the building principal at a minimum of one time per month and then meet with grade-level teachers or departments a minimum of one time per month. All meetings are documented through agendas, minutes, emails, etc.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Due to COVID-19, we were unable to participate in our state assessment or local level performance assessments to gauge mastery of the end of the 2019-2020-year standards. Our teachers and schools are currently in the process of assessing the current state of knowledge of our students and working toward closing gaps in understanding and mastery of content. At this point we anticipate our students being able to make adequate progress and will be on par with our current state compared to last year. Due to COVID, we are still waiting for all our 2019-2020 juniors to complete the ACT makeup exam in the fall to analyze our scores. Currently, we have calculated a 20.5 composite prior to all students completing the March ACT which is on par with our current longitudinal data. Additionally, English is currently at 20, Math 19.5, Reading 21.2, and Science 21. We plan to reevaluate those scores once the remaining students have had the opportunity to take the ACT makeup exam in the fall of 2020. After reviewing our 2018-2019 state assessment data, our percent of proficient and distinguished in reading increased at our High School. Our elementary students combined proficiency and a distinguished score of 68.4% compared to 69.5% the previous year in reading. Our middle school reading scores showed decreased slightly with a score of 67.5% compared to last year at

72%. Russell High School saw an increase in Reading from 58.8% to 61.7% and 21.5 ACT composite Reading Score. Our math scores yielded significant gains due in part to the full implementation of our K-8 vertical alignment initiative. Not only did we see increases from year to year, but we also noted even more significant gains with the same groups of students' longitudinal data. Proficiency at Russell High School was 64.4% compared to last year at 47.9%. Russell High School ACT 2016-2017 Math composite was 20.92 compared to the 2017-2018 Math composite of 19.62. Last year our math composite was 21.4 which is the highest of the past 3 years. We are most proud of our Special Needs population at Russell McDowell Intermediate School. This subgroup did not reflect a significant gap for our intermediate students. On-demand writing continues to be a district focus. Russell McDowell Intermediate School yielded an increase with On-demand for the 2018-2019 year with proficiency and distinguished percent of 51.3% as compared to the previous year's score of 45.7%. Russell Middle school yielded a decrease in student performance with proficiency and a distinguished score of 34.5 % as compared to the previous year's score of 58%. Russell High school had a slight decrease from 71.1% in 2017-2018 to 66.7% in 2018-2019 for proficient and distinguished students. In researching our assessment data from 2011 to the present, we noticed that our proficient and distinguished data has not varied greatly from year to year in reading and the average is around 68% in elementary, 69% middle, and an ACT Reading composite of 21 in high school. In mathematics, we have averaged over the past 7 years 57% proficient and distinguished at the elementary level, 55% at the middle school level, and an ACT mathematics composite of 21.4 at the high school level. Our ACT scores are the highest in our area and near the top in the state with a composite of 21.5. Additionally, each year we identify which students have not met the benchmark on the ACT and work with those students so that they may be able to meet the benchmark on the KYOTE exam as a senior. We are very proud of all of our schools' free and reduced lunch subgroup performances this year as this demographic did not show a significant gap in performance compared to the non-SES demographic group. Our graduation rate is a stellar 99.1% and our student attendance for the year was on average 96% for the year. Our advanced placement course completion rate is 95.7% with 155 out of 162 students taking those courses. Our gifted and talented percentage is 22.8%, 46.4% of our students are economically disadvantaged, and 93.7% of our students did not have any behavior events. Additionally, we have two school resource officers that work with all of our schools daily.

ATTACHMENTS

Attachment Name



RHS KY Impact Results 2020



RMIS KY Impact 2020



RMS KY Impact Results 2020



RPS KY Impact Results 2020

Priorities/Concerns

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

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

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

Due to COVID-19, we will continue with our current priorities and concerns since we were not able to fully complete and assess these instructional concerns. Russell Independent placed an intentional focus with On-Demand Writing in 2016-2017, 2017-2018, and 2018-2019 school year. We noted some increases with our students' performance in On-demand this year at our elementary level, but our middle school and high school scores did not yield as high as last year. Our writing scores are still not at the level we would like for them to be so writing will continue to be a district focus for the 2019-2020 school year. Russell Independent also has been intentional with our focus on mathematics instruction and vertical alignment. Our elementary math trend for proficiency over the past five years has been: 59.8, 61.8, 60.8, 57.9, 58.2, 57.7 65.4. Our middle school trends have been: 44.7, 52.8, 53.9, 56, 51.2, 58.8, and 58. Our high school Algebra II trends have been: 54, 58.3, 66, 64.7, and 57.7 from the End of Course Assessments. Our ACT Math scores average around 20 each year +/- . We have been working since November of 2016 to align standards to our current resources. Over the last 4 years, our district has focused on a comprehensive K-8 math alignment initiative. We met in vertical teams monthly to analyze our practice and student performance in mathematics. We attended professional learning opportunities and studied researched-based practices in mathematics. Our high school mathematics Algebra 1, Algebra2, and Geometry teachers continue to work to better align instructional practice with Kentucky Academic Standards. Additionally, they worked to develop criteria to assist student placement in honors courses. The building principals placed a high priority in finding the best teacher fit for mathematics instruction to ensure students are receiving high-quality instruction. We have continued alignment work to Kentucky Academic Standards for instruction in all content areas and are working towards meeting transitional readiness standards. The district leadership teams will continue to utilize a specific writing philosophy K-12 to integrate into instruction to give a common language and approach to writing for authentic purposes. Additionally, since our purchase of a K-8 mathematics series, we have ensured job embed professional learning for our blended math approach. We adopted new Reading materials last year in grades K-8 that utilize a blended approach to reading

instruction and incorporates solid reading strategy practices. Reading teacher teams continue to align instructional practice by developing units based upon KCAS/ Common Core standards in reading. For the 2020-2021 school year, we purchased Pearson Social Studies for grades 5-high school so that our instruction is aligned to the new Social Studies Standards. Pearson contracted with Dr. Kathy Swan to be the Social Studies program, consultant. She is a professor at the University of Kentucky, was at the forefront with the C3 Framework for Social Studies, and led professional learning for Kentucky teachers including two teams of our teachers with the local KY Cooperatives for inquiry-based teaching approach to Social Studies. All our teachers utilize Common Core Checklists for lesson planning and aligning activities to the deconstructed standards to ensure the depth of the standard is being taught. Our teachers work diligently to meet the individual needs of students with our reading and math practices. Each school has a system in place for monitoring the progress of our students in Tiers 2 and 3 interventions. Additionally, we are utilizing specific programs to ensure our students will meet benchmarks for Transition Readiness components. We have also been working closely with our Area Technical Center to provide students with career pathways that are in high demand across our area. Our special education population has increased in our district where 14% of our students have an IEP. District and school teams are continually working to better meet the needs of this population of students.

Trends

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

In past years we have noted proficiency with free and reduced lunch students and special needs populations continue to be an issue. In past years students in those demographic areas continued to have a significant number of students scoring novice and apprentice. We were very proud that in the 2018-2019 year our free and reduced populations performed well and our special education population at our Intermediate School closed the gap with performance in reading and math and did not have a significant gap. With that said, we will continue to target those subgroups since those are the two subgroups that need the most intervention in our district. In the past, the following have been used to address these areas:

- Researched based instructional practices and assessments
- Response to Intervention Teams
- Exact Path for progress monitoring
- High-quality professional development
- Consistent classroom collaboration between regular education teachers, special education teachers, and the Title I program to better service the at-risk population and students with disabilities.
- Individual student goal setting and data tracking.
- Mentor Programs
- Small group instruction
- Home visits
- Consistent communication with families
- Collaboration with Family Youth Resource Services
- ESS funds for tutoring
- Common Assessments based on KCAS Standards formatted with multiple-choice items and constructed response items. Students will be given feedback and opportunities to master testing material.
- Common vocabulary language and standard checks to lesson plans
- Instructional Monitoring

While we will continue to utilize these practices, we will improve monitoring structures in place to ensure student progress.

Potential Source of Problem

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

Russell Independent has identified 3 areas in which we will focus on resources and efforts to bring about proficiency in content standards and student mastery of the curriculum. The three identified areas all fall within the six Key Core Work Process listed below. 1. Response to Intervention: Exact Path is used to probe and progress monitor students identified in RTI. Teacher teams meet weekly, biweekly, or monthly as determined by the student RTI Tier to monitor data and adjust instructional practice and student activities. 2. Special Education: School and District Teams will work to support and monitor special education practices to better meet the needs of this population. 3. Instructional Practice and Standards Alignment in all Content Areas: Teachers collaborate to share teaching strategies and ideas about best practices, model instructional practices, align curriculum and assessments vertically and horizontally to standards set school-wide common academic vocabulary and graphic content organizers, and work to integrate Kagen structures at the elementary grades.

Strengths/Leverages

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

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

Due to COVID, we are still awaiting ACT scores for all students for the 2019-2020 school year. We were very proud of our strong ACT composite score of 21.5 for the 2018-2019 year. Our overall proficient and distinguished scores in reading, math, science, and On-Demand continue to boast strong percentages well above state averages. During the 2018-2019 school year, RHS Reading 61.7% State 44.5%, RHS Math 64.7% State 35.3%, RHS Writing 66.7%, State 50.3%, and RHS Science 51.2% State 29.9%. Our graduation rate was a remarkable 99.1% in 2018-2019 and 98.4% in the 2019-2020 year. We offer 10 Dual Credit classes and over 21 AP courses with some on alternating years. Russell High School boasts an active JROTC program and can offer 6 career pathways through our partnership with the Area Technology Center. RHS missed a 5 Star rank by .2 of a point in 2018-2019. We scored an overall 78.8% and 79% was required for a 5 Star Rank. We are incredibly proud of RHS and there continues to be much that we can celebrate. Our middle school and our intermediate school also well outperformed the state average in reading, math, writing, science, and social studies during the 2018-2019 year. Additionally, we did not have any significant gaps at our intermediate school in the area of special education. Our middle school and the intermediate school earned incredibly high scores in reading and math with a proficiency indicator score at RMIS of 85.7 and a score of 81 at RMS. Lastly, during the 2018-2019 school year, there was not a significant gap in performance with our Free and Reduced Lunch population as compared to peers that did not receive assistance. All our students performed very well regardless of the demographic factors at Russell Independent Schools. We have determined that the goals set for the 2019-2020 school year are still appropriate for moving student achievement forward.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2018-2019 State Data Graphs and Charts		•
 RHS KY Impact Results 2020		•
 RHS Spring KDE Guidance Considerations for Instruction		•
 RMIS KDE Condiserations for Assigning Grades NTI		•
 RMIS KDE Condiserations for Instruction NTI		•
 RMIS KY Impact 2020		•
 RMS KDE Considerations for Instruction NTI		•
 RMS KY Impact Results 2020		•
 RPS KDE Considerations for Assigning Grades NTI		•
 RPS KDE Considerations for Instruction NTI		•
 RPS KY Impact Results 2020		•



2020-21 Phase Two: District Assurances

2020-21 Phase Two: District Assurances

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2020-21 Phase Two: District Assurances

Introduction

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

District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

Yes

No

N/A

COMMENTS

Dr. M. Sean Horne, Superintendent, submitted the FY 2020-2021 Funding Assurances on July 17, 2020 via GMAP to the Kentucky Department of Education. The assurances document was reviewed and approved on July 27, 2020 by the Russell Independent Board of Education.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020 Funding Assurance Letter to KDE		• 1



2020-21 Phase Two: District School Safety Report

2020-21 Phase Two: District School Safety Report

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2020-21 Phase Two: District School Safety Report

District School Safety Report

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

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

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

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes...Board policy 5.4 continues to require the school to adopt and implement a plan. The board policy is attached.

ATTACHMENTS

Attachment Name

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

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

Yes...All schools have adopted the district emergency plan, which is attached.

ATTACHMENTS

Attachment Name

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes...The Russell Independent School District works closely with our first responders, with communication being lead by our Safe Schools' Coordinator and our SRO's. Each local first responder organization attended a district meeting and we provided with information concerning the district's emergency plan.

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes...Each school has posted primary and secondary evacuation routes in all rooms within the building. Attached are samples of those plans.

ATTACHMENTS

Attachment Name

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes...Each school has posted the location of severe weather safe zones in each room.

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

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. .

Yes...The plan was reviewed and revised by all members of the council and first responders. With revisions in process, discussion is ongoing concerning revisions and changes to the plan and will be approved upon completion.

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time

and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes...The emergency plan was reviewed and discussed with all staff members on opening day for faculty and staff, which was 8/25/20.

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

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

Yes...All drills have been conducted as required in each of the district's schools.

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

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

Yes...All drills were conducted as required in the month of January.

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

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

Yes...Each school in the district has conducted fire drills based upon regulation in that past twelve months.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Evacuation Routes		• 4
 RIS Board Policy 5.4		• 1
 RIS District Emergency Plan		• 2



2020-21 Phase Three: Professional Development Plan for
Districts_09282020_15:15

2020-21 Phase Three: Professional Development Plan for Districts

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2020-21 Phase Three: Professional Development Plan for Districts

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

Annual Professional Development Plan:

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

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

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

1. What is the district's mission?

Our mission is to inspire and empower all students to reach their maximum potential: one student, one lesson, one day at a time.

ATTACHMENTS

Attachment Name

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

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

professional development that support continuous improvement?

Our district needs assessment is elicited from the 4 Domains from the Kentucky Framework for Teaching. Our Needs Assessment Results are attached for each school and each school's plan is approved by the SBDM Councils based on the data from the Needs Assessment. Due to the need for continued distance learning during COVID-19, much of our professional development included instructional technology strategies and virtual teaching as top priorities.

ATTACHMENTS

Attachment Name

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

Needs Assessment Conclusions for Russell Independent: Based on the following data collected, our schools SBDM Councils have approved the following professional development for the 2020-2021 school year. Our district is committed to job-embedded professional learning. We will continue with our district initiatives of technology integration, Google certifications, writing instruction focused on common language and structures, and math alignment work. Russell Independent is focused on true professional learning experiences rather than simply meeting professional development requirements. Professional learning emphasizes that learning is a process that continues over time, extends into practice, and expects results for both educators and students. Professional learning is ongoing, relevant, and job-embedded learning for educators at all stages of career development. Professional learning provides opportunities for individual and collaborative professional study, analysis, application, and reflection relevant to ongoing improvements in professional practice and student achievement. Russell Independent's Board Policy 3.19 AP 1 addresses the professional development requirement for certified staff members annually.

ATTACHMENTS

Attachment Name

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

Our teachers had varied degrees of their level of knowledge regarding instructional technology strategies. While some were well versed and had participated in numerous training over the years and had obtained technology certifications, others were still at a novice level. In the spring of 2020, we began making plans to streamline the possibility of both short term and long-term distance learning. To prepare we refreshed all teacher workstations to include hardware needed for this type of instruction. In addition, we purchased an IPod Touch for every instructor to enable use at home or at school. The platforms chosen to be utilized for this type of instruction were: Google Classroom, Google Meet, (and G Suite for education) and Clever integrated applications, (Edmentum, HMH Reading and Math Series, Flipgrid, etc.). The summer of 2020 was spent doing short term (get up to speed) training on utilizing the new hardware and expanded understanding of existing software and its use in instruction. Strategies on which we focused were: effective screen sharing, effective question and answer techniques in a virtual world, responsibly handling bandwidth, and effectively modifying assignments when needed due to accessibility issues. Our long-term goals are for the Digital Learning Coach/CIO to touch base with the instructional leaders at each school to determine ongoing needs and craft the professional learning to meet the ongoing needs of instructional technology for virtual teaching. We continue to model the modification of assignments to be device agnostic since we are not currently a one-to-one district and students utilize personal devices from home.

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

The intended results are that we make virtual learning experiences as effective as in-person experiences. This practice makes the learning objective mission-critical first and then the decision of assessment also becomes paramount. Because teachers may not see students daily, they must devise a way to access whether or not a student is internalizing and assimilating the content to mastery. This cannot be done one time per week. This needs to be ongoing and formative. It may also need to be modified such as using G Suite, etc. to be as close to daily as possible.

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

Participation will be one way of monitoring success during virtual instruction. Teachers will use formative assessment as well as summative assessment virtual instructional strategies, completion towards work assigned digitally, dialogue between the teacher and student or families about virtual instructional practices, and monitoring of resource usage. We will monitor the proficiency level of teachers by anecdotal walkthroughs of instructional leaders including the Digital Learning

Coaches, feedback or questions asked of teachers and a fall survey of their current needs for ongoing professional learning for the remainder of the year.

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

All our certified teachers and administrators as well as some of our instructional assistants are the targeted audience for professional learning.

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

The goal of our professional development is to positively impact students, teachers, and all administrators. These instructional strategies have been employed from the top down to model sound practices

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

CARES and GEARS were used to support technology. PPE and Food Service distribution came first regarding those funds followed by technology needs. The district utilized a classroom teacher, paying them a stipend to help deliver in-person PD in small groups following all COVID guidelines. As we are not a one-to-one district, district money was also utilized to ensure all students with a need received a device. Additional funding is needed for our district to become one-to-one. DLC/CIO will provide additional professional development for the remainder of the year as well as job-embedded professional learning. Networking with state DLC's will continue this year. We have hired an additional technician to assist at the schools to try to reduce downtime since instruction is dependent upon the hardware.

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

During the month of December, KYSTE is providing free membership to all teachers and will be offering professional development that we will utilize. Time will always be an issue, but we will maximize our schedules to be able to provide professional development as well as job-embedded professional learning during the school year. Additionally, KYGoDigital will be offering free PD to teachers across the state that we will take part in participation. In addition, we will be offering courses in: -Digital Citizenship for Teachers -KYVL (many resources are Google compatible) -Individual Google Tools (Slides, Docs, etc.) -Level 1 Google Certification (spread over several 1-hour sessions) -Apple Teacher Certification (spread over several 1-hour sessions)

-Flipgrid -Canva (Google Classroom compatible) -KAMI -PBS Learning Media (Google Classroom compatible) Teachers are currently working in small cadres to complete various certifications in conjunction with DLC/CIO.

ATTACHMENTS

Attachment Name

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

We will monitor the implementation of professional development by surveys, walkthroughs, Zoom meetings, data from Google Classroom, and Clever Analytics.

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

Our district wanted to create a set up for synchronous learning, virtual and in person. Our goal was for teachers to seamlessly integrate both scenarios fluidly. For virtual instruction, we trained teachers by streaming live lessons which included PD on hardware and software. To ensure responsible use of bandwidth, teachers are also trained on recording and scheduling lessons in Google Classroom. The long-term goal for the foreseeable future is that students know the procedures, to enable optimal learning in either situation.

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

The intended results are for teachers to realize that good instructional practices are focused on content and measurable evaluation in a virtual setting. Also, the teachers need to be able to discern if a student has mastered the content and to effectively communicate a student's grasp of content during distance learning. PD throughout the summer and the school year will focus on ways that this can be effectively implemented.

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

Success will be measured by ongoing embedded professional learning with our DTC/CIO during the year during instruction. We plan to survey teachers as to their needs related to virtual instruction and plan to address those needs through PD activities and ongoing professional learning. We will continue to track and monitor student progress during our blended learning and perhaps 100% virtual instruction terms during the year. If students are not able to be successful, our team of school and district leaders will work with teachers and families to plan so that students can be successful.

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

All our certified teachers and administrators as well as some of our instructional assistants are the targeted audience for professional learning.

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

The goal of our professional development is to positively impact students, teachers, and all administrators.

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

CARES and GEARS were used to support technology. PPE and Food Service distribution came first regarding those funds followed by technology needs. The district utilized a classroom teacher, paying them a stipend to help deliver in-person PD in small groups following all COVID guidelines. As we are not a one-to-one district, district money was also utilized to ensure all students with a need received a device. Additional funding is needed for our district to become one-to-one. DLC/CIO will provide additional professional development for the remainder of the year as well as job-embedded professional learning. Networking with state DLC's will continue this year. We have hired an additional technician to assist at the schools to try to reduce downtime since instruction is dependent upon the hardware.

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

During the month of December, KYSTE is providing free membership to all teachers and will be offering professional development that we will utilize. Time will always be an issue, but we will maximize our schedules to be able to provide professional development as well as job-embedded professional learning during the school year.

Additionally, KYGoDigital will be offering free PD to teachers across the state that we will take part in participation. In addition, we will be offering courses in: -Digital Citizenship for Teachers -KYVL (many resources are Google compatible) -Individual Google Tools (Slides, Docs, etc.) -Level 1 Google Certification (spread over several 1-hour sessions) -Apple Teacher Certification (spread over several 1-hour sessions) -Flipgrid -Canva (Google Classroom compatible) -KAMI -PBS Learning Media (Google Classroom compatible) Teachers are currently working in small cadres to complete various certifications in conjunction with DLC/CIO.

ATTACHMENTS

Attachment Name

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

We will monitor the implementation of professional development by surveys, walkthroughs, Zoom meetings, data from Google Classroom, and Clever Analytics. Building leadership and district leadership will monitor the evidence gathered monthly at a minimum.

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 District and School PD Plans		<ul style="list-style-type: none">• 1• 2• 3
 Fall Technology PD Survey Results		<ul style="list-style-type: none">• 1• 2• 3• 4g• 5g



2020-2021 Phase Three: Comprehensive District Improvement Plan

2020-2021 Phase Three: Comprehensive District Improvement Plan

Russell Independent
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United States of America

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2020-21 Phase Three: Comprehensive District Improvement Plan

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

Goal: Long-term three to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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

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

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate

of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

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

. a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).

b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

Due to COVID, state testing did not occur for the 2019-2020 year and our goals are continuations of goals from the previous set of test data.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goals 2020-2021		.

Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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

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

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

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

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: During the 20-21 school year, Russell Independent will continue to increase proficiency scores in the areas of reading and math for all groups as measured by year to year proficient and distinguished student scores in elementary, middle, and high school. The proficiency indicator for Russell McDowell is currently at 85.7, Russell Middle 81, and Russell High School 85.7. Due to COVID state testing did not occur for the 2019-2020 year and our goals are continuations of goals from the previous set of test data.

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 12/30/2021 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 RtI SWAT analysis	25,400
		Schools will work towards horizontal and vertical alignment of common core standards to ensure students will gain mastery in common core subjects. Teachers will work within departments to align curriculum using 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	This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, and conversations with building principals. Additional resources will be purchased to assist teachers through curriculum funds.	Periodic Moments through the Year	500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Meetings, department meetings, and conversations with building principals			

2: Separate Academic Indicator

Goal 2: During the 20-21 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 2019-2020 school year, Russell McDowell Intermediate School separate academic indicator score was 76.3, Russell Middle School was 68.7, and Russell High School 78.8. Due to COVID state testing did not occur for the 2019-2020 year and our goals are continuations of goals from the previous set of test data.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<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 12-30-2021 as measured by state assessment results with increases at all levels.</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 Academic Standards, aligned vertically and horizontally, promoting experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences. Specific writing instruction using the 6+1 Traits will be taught daily. We will also transition to computer-based writing assignments and assessments.</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 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 	<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>Artificial Intelligence Scoring with our Pearson Writing Program</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>Teachers will use assessments from new ELA series purchased K-8.</p>	<p>250,000</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none"> • CARES Leaders • Chick-fil-La Leaders 			
	<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>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>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. 	<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 used to model writing for students</p>	<p>Writing strategies will be documented in lesson plans.</p> <p>Students will use the writing strategies to answer content related questions.</p> <p>Writing standards will be posted for instruction for both oral and written communication skills.</p> <p>Teachers will use 6 + 1 Traits 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>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</p>	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>3. Students will be able to demonstrate new understanding through collaborating, creating and making global connections.</p>		<p>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 regularly with on demand writing pieces in grades 3-12.</p> <p>Students will use computer-based prompts and scoring when appropriate.</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 level focus for social studies and science utilizing TCT formats for science and Inquiry IDM models in Social Studies so that students will master the content and move from novice and apprentice to proficiency by 12-30-2021 as</p>	<p>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 in the areas of Social Studies and Science.</p>	<p>Schools will work towards horizontal and vertical alignment of social studies and 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>Students work over time shows an increase in understanding of the standards.</p> <p>Data Tracking Results and TCT scores show mastery of standards and IDM in Social Studies will lead students to be able to think critically and</p>	<p>This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, district level team meetings, and conversations with building principals.</p> <p>Feedback given to students on work</p>	0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
measured by state assessment results indicator scores.			analyze the world around them.		
		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.	Students work overtime shows an increase in understanding of the standards. Data Tracking Results and TCT scores show mastery of standards.	This will be evidenced through department meetings, district level meetings, one on one conversations with administrators, and teacher data collection records. Feedback given to students on work	0

3: Gap

Goal 3: During the 2020-2021 school year, Russell Independent will meet the needs of our GAP Population by striving to close achievement discrepancies to meet school specific delivery targets in math and reading. Due to COVID state testing did not occur for the 2019-2020 year and our goals are continuations of goals from the previous set of test data.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Russell Independent plans to decrease the number of Economically Disadvantaged and Students with Disabilities scoring novice and apprentice based on KDE Delivery Targets by 12/30/2021 as measured by State Assessment Results.</p>	<p>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.</p>	<p>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 School level, Edmentum Courseware will be implemented to target and address proficiency issues within ELA and Math standards. We recently purchased aligned reading series K-8 that supports blended learning and instructional practice. Additionally, ACT Academy, KYOTE, and Plato resources and assessments will be utilized for</p>	<p>Marie Carbo, Reading Eggs, Study Island, Exact Path, Plato Courseware, Star Assessment in Reading, IRead K-2, Formative Class Data, etc</p>	<p>Yearlong Monitoring</p>	<p>45,000 Edmentum products, 5,000 STAR, and \$315 Marie Carbo HMH I Read part of the Reading Adoption 250,000</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>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. Lexia Learning is used by our district special education teachers to improve mastery of student skills related to reading standards.</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>At Russell Primary RISE groups are formed to support additional reading instruction based on Reading Recovery Strategies. At Ru</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>

4: Graduation rate

Goal 4: During the 2020-2021 school year, Russell High School will work to continue excellence with graduation rates averaging 98% from year to year. Due to COVID state testing did not occur for the 2019-2020 year and our goals are continuations of goals from the previous set of test data.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Russell Independent will strive for continued graduation rates of excellence. Our current four-year graduation rate is 98.4 and we will maintain with a minimum of 96% by 12/30/2021.</p>	<p>Russell High School will continue to strive for 98% graduation rate each year. Our 4-year rate this past year is 98.4%. For the 2020-2021 school year we will utilize all school and district resources to ensure we continue to meet a minimum of 96%.</p>	<p>Russell Independent Schools will work with students individually, conduct home visits, employ our DPP for monitoring chronically absent students and habitually truant students, utilize the persistence to graduation tool, develop graduation plans, utilize the school resource officer, assist with credit recovery, collaborate with families and the FYRSC, and counselors will monitor the progress of students toward course completion so that students will be able to graduate on time.</p>	<p>Higher attendance reported, chronic absence decline, daily communication between home and school, credit recovery, performance-based options, etc.</p>	<p>Daily reports, home visit logs, Plato Coursework Completion, etc</p>	<p>115,000</p>

5: Growth

Goal 5: During the 2020-2021 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. Due to COVID state testing did not occur for the 2019-2020 year and our goals are continuations of goals from the previous set of test data.

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 12/30/2021 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, aligned math and reading 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 to effectively 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, Simple Solutions and classroom formative and summative data sets to determine student needs for growth and guide instruction	Student performance on formative class measure, teacher reflections, classroom observations, meeting minutes, etc.	Periodically throughout the year.	0

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

6: Transition Readiness

Goal 6: During the 2020-2021 school year, Russell Independent will increase the number of students who are transition ready. Due to COVID state testing did not occur for the 2019-2020 year and our goals are continuations of goals from the previous set of test data.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>Russell Independent will increase student transition growth of students who are college or career ready by 12/30/2021. Currently our Transition Readiness score was 73.7. We would like to increase to 75% at the high school as measured by ACT, KYOTE, enrollment in pathway completions, Industry Certifications, and ILP development using Navigator in grades 6-8 and Ace in grades 9-12.</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 and KYOTE. 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. Navigator and Ace will be our tool for ILP development to assist students in transition</p>	<p>ILP Monitoring with Navigator and Ace, Formative Assessments, AP and Dual Credit mastery and completer status with passing of certifications and Industry Certifications.</p>	<p>Periodic monitoring during the year.</p>	<p>35,000</p>
		<p>The persistence to graduation tool in IC is one tool to be utilized to identify students who are at-risk for not 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</p>	<p>Completion of courses and work placement options for students</p>	<p>Periodic monitoring during the year.</p>	<p>30,000</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>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.</p>			
Objective 2					



2020-21 Phase Three: Executive Summary for Districts

2020-21 Phase Three: Executive Summary for Districts

Russell Independent
Michael Horne
409 Belfont Street
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United States of America

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2020-21 Phase Three: Executive Summary for Districts

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

The Russell Independent school district is in North-Eastern Kentucky. It is located on the banks of the Ohio River and serves two small suburban cities, Flatwoods and Russell, Kentucky. The schools are all located within Flatwoods city limits. The Russell Independent Central Office has been relocated to 908 Powell Lane in Flatwoods, KY. Russell Independent Schools 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 student's pre-school to twelfth grade. The goal of RISD is to prepare our students to be college and/or career ready when they leave our district. All our teachers meet Highly Skilled Educator Status and 100% teach content within their specified area. Specialists such as speech-language pathologists, teachers of special education, gifted education, counselors, physical and occupational therapists, and preschool staff provide specialized services to enable students to access the full range of educational services. Home school services are scheduled through our Director of Pupil Personnel to meet the needs of students that require such services. RISD consists of 4 buildings that are under the direct supervision of district personnel, Russell High School, Russell Middle School, Russell- McDowell Intermediate School, and Russell Primary School. A fifth building houses the Russell Area Technology Center that is a state-run vocational school. The RATC offers services to students of Russell, Raceland-Worthington, and Fairview Independent Schools. While this is a state-run facility, the premises are owned by RISD and RATC pays the district for the use of the facilities. There have been some recent school building renovations and the purchase of a building and renovation project to house all our District Offices under one roof in 2018. We were thrilled to renovate the RATC facility in 2016 which created spaces to include a medical science pathway for students of our community. Additionally, Russell-McDowell Intermediate School was renovated in 2010 and Russell Middle School was renovated in 2012. An Athletic Complex was completed in 2012 as well. These renovations greatly enhanced our facilities. Technology continues to be enhanced in all our facilities with modern high speed wired and wireless networking. Our HVAC is also computerized to enable the district to be energy efficient and have off-site accessibility. Our academics are second to none. 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 94% collection rate of taxes and we are currently at the 84.9% tax rate on each \$100 worth of the 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. 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 RISD at low to no cost due to being a public-school institution. We have updated or renovated three of our four schools in the last sixteen years. As a district, we have spent close to twelve million dollars on our Intermediate and Middle schools alone. All the upgrades provide our students with a safe and orderly environment that will help meet their needs and assist in providing them a quality education. We have recently completed 4.5-million-dollar heating and air renovation on 3 of our 4 schools. The Russell Area Technology Center was recently updated as well to provide state of the art equipment and space for new career pathways at a cost of approximately one million dollars. We place a great emphasis on student achievement as evidenced within the school improvement plans that correlate with the district plan and reflect the expectations of excellence. The Comprehensive Improvement Plan is developed and revised with stakeholder input. The plan is based on data gathered from various sources (K-PREP, ACT, Classroom Assessments, Study Island, Reading Eggs, ITBS grades 3 and 5, CogAT grades 3 and 6, Exact Path, Rtl, Career and Technical Information, Easy CBD, Lexia Learning, and STAR data) 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. SBDM (School-Based Decision Making) councils and staff review components of the School Improvement Plans monthly. In addition, each principal regularly conducts walk-through/formative observations, consistently collects diagnostic information, and documents instructional practices occurring in our schools. The results are discussed at principal and faculty meetings. All monitoring activities are designed to better our schools and improve student achievement. Last year was our fifth year of application of Non-Traditional Instructional Days (NTID) if needed. While we utilized the NTID process for two days in February related to illness and then 48 days, beginning in March, due to COVID-19. Since the continuation of COVID, we are beginning the 2020-2021 year

with NTI and plan to move to a hybrid approach so that families can choose in-person learning or virtual NTI instruction based on the Kentucky color-coded map of quantifying COVID cases per county. In past years we documented and collected detailed information regarding our NTI process that assisted our district in making instructional changes with regards to technology and virtual learning. Russell Independent Schools implemented the Non- Traditional Instruction Plan March 6 of 2017. We calculated 72% of our students completed assignments utilizing technology and 28% completed assignments utilizing work packets that were sent home prior to the NTI Day. We were thrilled to note that our technology integration increased by 30%. Conversely, we noted a 30% drop in paperwork packet use for NTID instruction. 100% of our teachers participated and 83.95% of our student's demonstrated mastery/proficiency of the content assigned. We also noted that the % of mastery was higher while utilizing technology compared to paper-based packets. We also conducted a survey of parents (92.86% of respondents) and students (7.14% of respondents) to gain insight into the perceptions of NTI Day.

Assignments: Beginning March 2020, we became 100% virtual instruction for all grade levels. We spent the summer months of 2020 providing additional devices to teachers and students as well as provided professional learning all summer so that our teachers were prepared and equipped to be completely remote if needed for the entire year. Google Classroom has become our Learning Management System. Most of our texts for all grades can be accessed online as well. We also use some purchased platforms that we have been using for some time. In past years, schoolwork on a typical school day is 6 hours of work. We asked if the amount of work assigned was comparable to work given on a typical school day? 7.14% responded that it was way more than a typical school day. 24.11% responded that it is a little more work than a typical school day. 46.43% responded that it was neither more nor less than a typical day. 5.36% responded that it was slightly less or way less than a typical school day. This information gave us great insight into what we will be able to do differently for our students. After analyzing the thoughts/ comments portion of our survey, we noted that frustration levels about the amount of the work as well as the complexity of the work assigned from parents and student perspectives were considerably less than in 2014-2015. Most of the respondents were very favorable of the instruction students received on the NTID instructional day. 90% of respondents found that the materials were easily accessible easy to understand, and relevant to the current students. This is an increase of 18% from the year prior. We plan to continue technology integration as a district initiative. Furthermore, in 2016-2017 we created an NTID web page where all four schools housed information and assignments to simplify the process for our families.

Technology: Currently, all teachers and families have been provided needed devices and support to make sure all students have access to the curriculum. In past years prior to COVID, when asked if you were given assignments

using technology, did you find the material easily accessible, easy to understand, and relevant to your current studies, 90% of respondents noted that was very assessable, 92.5% of respondents found it easy to understand, and 92.66% found the technology assignments relevant to the current studies. In reading the comments about the use of technology, we discovered that classroom teachers who utilize Google classroom, Study Island, and other Internet Materials regularly had no issues. Furthermore, 96.43% of respondents felt as if the faculty and staff were accommodating or they did not need assistance because the instructions and web page provided the need criteria to complete the assignments. Our goal was to be more diligent in using internet options as part of the regular instruction. We believe that classroom intentional use of students responding to assignments using technology aided in the positive responses with NTID technology use.

Assistance/ Communication: During the spring COVID NTI, our teachers kept daily and weekly communication logs with students and families. Our teachers made sure families were well informed and aided when needed. Our DPP also helped with families that were struggling. In past years, we are very happy to report that 77% of our respondents felt as if the faculty and staff were accommodating if students needed anything from the buildings or access to the teachers for assistance. 19% reported that they did not need any assistance. Most comments reported in the survey were very positive regarding the experience with NTID. We will continue to work diligently with front end preparations so that our students will have a positive learning experience. We will continue with the district webpage that is designated specifically for NTID communication and or COVID Information. We also continue to assist families so that they can become familiar with the platforms the students will be using.

Challenges: This year the lunch waiver helped our community tremendously and continues to assist during the fall of 2020-2021. In recent years there has been an increase in the number of Free and Reduced Lunch participants. As a result, Russell has transitioned from the classification of targeted assisted to school-wide Title I for RPS, R-MIS, and RMS. Our key academic challenges are student preparation for college and/or career readiness and closing the achievement gap with certain subpopulations. Our staff is continually improving our instructional practice to meet the demands of the 21st-century student. Our staff pursues professional learning opportunities to teach advanced placement and dual credit courses. We also partner with Morehead State University and Ashland Community Technical College for dual credit course offerings for both college and career readiness. We offer credit recovery for those students who need additional assistance to meet state-mandated graduation requirements. Our Family Resource Youth Service Center and Partners in Pride help eliminate barriers for our at-risk population. We offer accelerated learning opportunities, intense remediation, home hospital, etc. for our students in order to meet their needs.

ATTACHMENTS

Attachment Name



2018-2019 State Test Scores



[District Web Page COVID Tab](#)

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

Russell Independent Schools' mission is to inspire and empower all students to reach their maximum potential: one student, one lesson, one day at a time. The Russell Way: Where Tradition Meets Excellence is our motto. Our Vision Statements: Progressing to the future... Our Students are our top priority. Our School Family plays a crucial role in student development, achievement, and success. Our Parents are supportive partners and are essential in the advancement of each student. Our Community shares our desire to develop highly skilled and productive citizens. Our Technology enables our students to reach beyond the classroom. Our Culture inspires leadership and excellence. Our Academics focus on rigorous standards and global successes. District Core Beliefs: 1. It's about the kids 2. Accountability 3. Transparency 4. Communication

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

In past accountability years, we have been labeled a proficient district. This 2018-2019 school year our High School and Intermediate School received a 4-star rating and our Middle School received a 3-star rating. We are proud to share that our students performed in well above state average in all content areas. We have consistently placed in the top of schools across the state and in our region when reviewing our students' proficiency data. Additionally, we have the highest ACT composite score in our area with 21.5 and we rank among the top performers in the state. Other areas of notable achievement include Science Olympiad High School Team has won 11 State Championships, Academic Team at RHS has 7 Governor's Cup State Titles, 1 National Quiz Bowl Title and 8 finalist places nationally, 3 National Beta Club Quiz Bowl Champion Titles, as well as many sports successes, and All State Band and Choir members annually. Our students excel in their extra-curricular, curricular, and co-curricular activities. We have fully staffed state of the art STEAM labs located on 3 of our school campuses. Additionally, Russell

Independent has approximately 40 Google Certified Teachers, one Apple Certified Teacher, 14 National Board Teachers, 20 AP Courses offered at our High School, 15 Dual Credit Courses which equal over 100 hours of college credit, and we administer over 200 AP Exams given to students. Each year we have students qualify for Governor's School Program, Governor's School of the Arts, and the Governor's School for Entrepreneurship. Our Music Programs of Band, Choir, and Orchestra complete yearly at All State and have received state and national recognition for music. Our areas for improvement include continued focus to increase students' proficiency in reading and math, closing the achievement gap for our students in Special Education, and supporting students in enhancing their college and career goals. We are implementing the ACE Platform for our ILP's this year and are excited to see personal ownership our students develop with this tool. We know that this can and is a powerful tool to guide a students' future plans. Since we were unable to participate in state testing due to COVID, our teachers have been working vertically and using the KDE guidance documents to determine which standards were not met last year in each content area so that the current year teachers can work to close knowledge gaps. Additional Information Provide any additional information you would like to share with the public and community that were not prompted in the previous sections. A priority focus for our district, led by our Superintendent, is to have a culture where our focus, drive, and motivation is "ALL about the kids". In our district, there is open communication with all stakeholders, we practice transparency in all that we do, and we hold ourselves and our students to a high level of accountability. "One student, one lesson, one day at a time!"

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

NA

ATTACHMENTS

Attachment Name



2018-2019 State Test Scores



District Web Page COVID Tab

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

Upon analyzing our Kentucky Impact Data, our highest areas all above 80% as a district was Student Management, School Climate, and Staff and Leadership Relationships. We were above the state average in all 9 categories. Our Professional Learning was 12% higher than the state average.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2018-2019 State Test Scores		<ul style="list-style-type: none"> •
 2020 KY Impact Survey		<ul style="list-style-type: none"> •
 District Assurances and Evidence Spring COVID 2020		<ul style="list-style-type: none"> •
 District Web Page COVID Tab		<ul style="list-style-type: none"> •



2020-21 Phase Three: The Superintendent Gap Assurance

2020-21 Phase Three: The Superintendent Gap Assurance

Russell Independent
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2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.**

- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.