



# **Comprehensive District Improvement Plan**

Russell Independent

409 Belfont Street  
Russell, KY 41169

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## Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators District Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - District**

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.	Data from our four schools is provided in the equity attachment.	District Equity Diagnostic 2016

**Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

In 1993 our district had 16% Free and Reduced lunch population. Over the last 23 years our community has seen a 35.1% rise in the Free and Reduced lunch population. In the past year we have jumped 2% To date our Free and Reduced Lunch population is 51.1% up from 48% district wide. Due to the loss of jobs at AK Steel and CSX, our free and reduced lunch numbers have been on an upward rise. Additionally, over the past 3 years our special education population in the district has held steady at about 12%. Currently, we are holding to that number with 12.5%. Three of our head Principal positions are held by individuals with many years of experience. One principal has less than three years but was an assistant principal for 5 years prior to becoming head principal. Two of our assistant principals are in their second year. Overall, our leadership team is an experienced team. Additionally, 85% of our teaching staff has 4 or more years of experience. 100% of our teachers are highly qualified and teach within their field of certification. Our teacher turnover % appears to be higher that what the actual number in reality is for our district. We moved our third grade to our Intermediate school last year. Seven of our third grade teachers transitioned with the students to the Intermediate and that number of teachers counted negatively toward our teacher turnover percentage. Additionally, our special education teachers move to where they are needed depending on the needs and numbers of students in a particular building. This also led to higher rates reported than actual teacher turnover due to retirement or relocation.

**After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

One of the challenges facing our district is the rise in our Gap Score and students scoring Novice in the Free and Reduced Lunch Population in math and reading. In 1993 our district had 16% Free and Reduced lunch population. Over the last 23 years our community has seen a 35.1% rise in the Free and Reduced lunch population. In the past year we have jumped 2% To date our Free and Reduced Lunch population is 51.1% up from 48% district wide. Due to the loss of jobs at AK Steel and CSX, our free and reduced lunch numbers have been on an upward rise. A second barrier is the rise in our Gap Score and students scoring novice with special needs in math and reading. Thirdly, our SY 2016-2017

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district team identified alignment to standards in reading and math as a need/challenge and a common approach and emphasis on writing needs to be put in place.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.	<p>According to our data on the attached spreadsheet taken from the 2015-2016 school report card, our teacher effectiveness is at 100% proficient or distinguished as rated using the Danielson Framework for Teacher Effectiveness. Additionally, we scored 100% on students reaching student growth goals set forth as part of the Teacher Effectiveness System. According to the Tell Survey in 2015, 92.5% of teachers agree that student conduct is managed effectively, 95% of teachers agree that we have strong community support, and 93.7% of teachers agree that we have strong leadership at our schools.</p>	Equity Goals 2016

**Strategies and Activities** Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

**Goal 1:**

16-17 All schools will be funded by a formula to ensure equitable distribution of resources.

**Measurable Objective 1:**

collaborate to create budgets that demonstrate equitable distribution by 12/30/2017 as measured by completed budgets at the school level and completed allocations at the district level..

**Strategy1:**

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Equitable Distribution - The Board of Education will approve budgets, salaries, and allocations at the school level to demonstrate equitable distribution of people, resources, and money.

Category: Management Systems

Research Cited: Standards and Indicators for School Improvement - 8.2b, 8.2c, and 8.2d -The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

School council and school board analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs. State and Federal Program Resources are allocated and integrated (Safe Schools, Title I, IDEA, FRYSC's, ESS) to address student needs identified by the school/district

Activity - Allocation of Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and schools will create budgets based on the learning needs of students and by formulas.	Policy and Process	12/30/2016	12/30/2017	\$200000 - State Funds	Chief Finance Officer, Superintendent, Board of Education, Principals,

Activity - Recruitment and Retention of Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administration and building level administrators may attend job fairs and expos, make contacts with universities, utilize contacts within student teachers and advisory, and post vacancies to recruit high quality teachers to the district. Additionally, SBDM Councils will follow the consultation policies and thoughtfully review applications, resumes, and references.	Recruitment and Retention	12/30/2016	12/30/2017	\$200 - General Fund	District administration and building level administrators

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will lead discussions with the SBDM councils to update their policies and processes to ensure equitable access through scheduling for students to be placed with highly effective teachers.	Policy and Process	12/30/2016	12/30/2017	\$0 - No Funding Required	Principals and SBDM councils

## Goal 2:

16-17 Russell Independent will plan job embedded Professional Learning to support and retain effective teachers and promote teacher leadership.

## Measurable Objective 1:

collaborate to support teachers with continued professional learning by 12/30/2017 as measured by classroom observations, relationships built between students and teachers, and increased student achievement .

## Strategy1:

Job Embedded Professional Learning - Russell Independent will provide professional learning opportunities and follow up activities to promote and support professional learning so that students will reach proficiency.

Category: Continuous Improvement

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Research Cited:

Activity - Growth for All Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Russell Independent will provide training in Growth Mindset, Proven Strategies, and Poverty Studies. After the initial training, 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.	Professional Learning	08/10/2016	12/29/2017	\$5000 - District Funding	District Administration, Building Level Administration, Teacher Leaders

## Narrative:

In order to provide students equitable access to effective teachers, two factors must be in place. The first is that we must fund our schools appropriately and secondly, all our teachers will be afforded the opportunity for training to be effective classroom teachers and teacher leaders through continuous and ongoing learning throughout the school year. Principals will lead this work in PLC meetings and teacher leaders will carry this work out during grade level or department meetings. The district will provide the resources needed to assist schools with continuous professional learning in growth mindset, proven strategies, and poverty studies.

# **Phase I - GAP Target Assurance**

## **Introduction**

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	<p>For the 2014-2015 and 2015-2016 school years, our Elementary School grades 3-5 and our middle school grades 6-8 have not met delivery targets in mathematics for two consecutive years. In 2014-2015 our elementary target was 62.4 and our actual score was 60.8. 2015-2016 our target was 66.6 and our score was 59.2. Russell Middle School 2014-2015 math target was 54.7 and our actual score was 53.9. In 2015-2016 our target was 59.8 and our score was 56.5.</p> <p>Russell Middle School has not met delivery targets in Reading the past two years. In 2014-2015 our target was 69.0 and our score was 65.7.</p>	RMIS Gap Plan RHS Gap Plan RPS Gap Plan RMS Gap Plan

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

After reviewing our assessment data from 2015-2016, our percent of proficient and distinguished in reading and math did not vary much from the year prior, however our overall calculations were negatively impacted. 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 64% in elementary, 65% middle, and 66% in high school. In mathematics we have averaged over the past 5 years 59% proficient and distinguished at the elementary level, 52% at the middle school level, and 62% at the high school level. Our EOC scores this year demonstrated that we are well above state average reaching proficiency and beyond with English II 63.6%, Algebra II at 62.8%, Biology 52%, and US History with an amazing 75.5%. Our ACT scores are the highest in our area and near the top in the state with a composite of 21. However, we struggle to meet delivery targets this year mathematics at all three levels and reading targets at our elementary and middle school levels. We have also had an increase in free and reduced lunch students and students with special needs. With the increase in those populations, our Novice percentages also increased which negatively effected our Gap Score. We were not able to produce novice reduction numbers of 10% from the previous year. Additionally, our On Demand Writing Scores suffered at all three levels in the 2015-2016 state assessment results.

Overall, we are a proficient school district with a distinguished high school.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

We are very proud of our strong ACT composite score of 21. A college ready report from ACT demonstrated our graduating 2016 seniors had a composite score of 22 based on the last test they took with ACT prior to graduation. Our overall proficient and distinguished scores in reading and math can be celebrated as well as we are above the state average in reading, math, social studies, for KPREP and above state average in all EOC assessments at the High School. Our High School US History EOC boasted a 75.5% proficient and distinguished rating. Our Program Reviews report that we are providing equal opportunity for our students and we have sound practices in place. Our 5 year graduation rate is 98.6 and our 4 year rate is 97.3.

Our high school has a distinguished classification and our district is Proficient.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Russell Independent has noted that a district focus will be On Demand writing, better alignment to common core standards for instruction in all content areas, and working towards meeting our college and career ready delivery targets. The district leadership teams have decided 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, we are in the process of working with a vendor to purchase a K-8 mathematics series and teacher teams are working to align instructional practice by developing units based upon KCAS/Common Core standard in reading. All of our teachers will utilize Common Core Checklists for lesson planning and aligning activities to the deconstructed standards to ensure the depth of the standard is being taught. Additionally, we are utilizing specific programs to ensure our students will make benchmark for their college ready components. We have also been working closely with our Area Technical Center to remedy course issues that have been problematic in the past so that students have the opportunity they desire to complete pathways in their chosen career area.

## **Oversight and Monitoring**

### **Describe your processes and interventions for monitoring continuous improvement.**

Leadership teams have developed specific plans to address specific deficits at each level. Those plans have been uploaded to the District Gap Assurance with in this document. Principals have met with student achievement coaches in each building and have also been working with grade level and department levels teachers to ensure the plans created are being implemented. Russell Independent will use classroom formative and summative data, Study Island, MAP, KYOTE, and Aims Web to track and monitor student progress in order to make needed changes to instructional practice throughout the school year. District teams will also provide support and resources to teachers and principals to assist the schools to that students can master the skills necessary to become productive citizens. "One Lesson, One Student, One Day at a Time!"

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Building level and district plans have been developed and are currently being carried out to ensure the success of our students. District teams meet regularly with principals and teacher groups to provide support. The building principals are working with PLC teacher groups to assist the areas outlined in this document. Materials have been purchased to support schools and teachers have been given time to align curriculum. Additionally, our principals will report bimonthly to our Board of Education as to the progress on our areas of concerns that have been addressed in our CSIP's, CDIP, and Gap Plans. SBDM Councils are working to revise instructional practice and writing policies as well. Our district professional learning day consisted of work on Growth Mindset, Proven Strategies to Increase Student Achievement, and an opportunity for all teachers to participate in a Poverty Study. Our building principals are using a growth mindset toolkit to continue the work started at the beginning of the year so that we will have a year long reflective practice of our professional learning. Additionally, our building principals will continue to research the work of John Hattie for proven strategies in teacher groups and the work centered around Explicit Instruction to help teachers reach our novice learners. Lastly, since our demographics have greatly changed over the past years, we are focusing on the work of Ruby Payne in understanding poverty.

Our school teams are diligently working to meet the needs of our community, students, and families so that all of our children will be proficient and productive when they exit our school system.

# **2016-2017 Comprehensive District Plan**

## Overview

### Plan Name

2016-2017 Comprehensive District Plan

### Plan Description

2016-2017 Comprehensive District Plan

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	16-17 All schools will be funded by a formula to ensure equitable distribution of resources.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$200200
2	16-17 Increase the average combined reading and math K-PREP scores for all students elementary to 72.2 from 62.0, middle 70.3 from 61.1, and high 73.1 from 64.6.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$0
3	16-17 To meet the needs of our GAP Population and Delivery Targets of 72.2 elementary, 70.3 middle, and 73.1 high and the Novice Reduction percentage of 50% reduction by 2020 in reading and math.	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$500000
4	16-17 Russell Independent will plan job embedded Professional Learning to support and retain effective teachers and promote teacher leadership.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
5	16-17 All schools will increase teacher leadership and provide supports for instructional practices by teachers based on 2015 Tell Data Results	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$14000
6	16 17 Russell High School will work to continue excellence with graduation rates averaging 98% from year to year	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	16-17 Russell Independent will increase the number of students who are college and career ready	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$36000

## Goal 1: 16-17 All schools will be funded by a formula to ensure equitable distribution of resources.

### Measurable Objective 1:

collaborate to create budgets that demonstrate equitable distribution by 12/30/2017 as measured by completed budgets at the school level and completed allocations at the district level..

### Strategy 1:

Equitable Distribution - The Board of Education will approve budgets, salaries, and allocations at the school level to demonstrate equitable distribution of people, resources, and money.

Category: Management Systems

Research Cited: Standards and Indicators for School Improvement - 8.2b, 8.2c, and 8.2d -The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data. School council and school board analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs. State and Federal Program Resources are allocated and integrated (Safe Schools, Title I, IDEA, FRYSC's, ESS) to address student needs identified by the school/district

Activity - Allocation of Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district and schools will create budgets based on the learning needs of students and by formulas.  Schools: All Schools	Policy and Process	12/30/2016	12/30/2017	\$200000	State Funds	Chief Finance Officer, Superintendent, Board of Education, Principals,

Activity - Recruitment and Retention of Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administration and building level administrators may attend job fairs and expos, make contacts with universities, utilize contacts within student teachers and advisory, and post vacancies to recruit high quality teachers to the district. Additionally, SBDM Councils will follow the consultation policies and thoughtfully review applications, resumes, and references.  Schools: All Schools	Recruitment and Retention	12/30/2016	12/30/2017	\$200	General Fund	District administration and building level administrators

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals will lead discussions with the SBDM councils to update their policies and processes to ensure equitable access through scheduling for students to be placed with highly effective teachers.  Schools: All Schools	Policy and Process	12/30/2016	12/30/2017	\$0	No Funding Required	Principals and SBDM councils
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**Goal 2: 16-17 Increase the average combined reading and math K-PREP scores for all students elementary to 72.2 from 62.0, middle 70.3 from 61.1, and high 73.1 from 64.6.**

**Measurable Objective 1:**

A 15% increase of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by performance in Reading on K-PREP.

**(shared) Strategy 1:**

Assesment, Analysis, Alignment - 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.

Category: Other - Data Driven Decisions

Activity - Data Driven Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.  Schools: All Schools	Academic Support Program	08/10/2016	12/30/2017	\$0	No Funding Required	Teachers and Prinicipals

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.  Schools: All Schools	Academic Support Program	08/10/2016	12/30/2017	\$0	No Funding Required	Principals, Teachers, and District Leadership Supports

Activity - Alignment to Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 planing, align study guides and assessments to the standards, and track and monitor student progress towards standards mastery. This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, and conversations with building principals.  Schools: All Schools	Academic Support Program	08/10/2016	12/30/2017	\$0	No Funding Required	Principals and Teachers
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### Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency in achievement in Mathematics by 12/30/2017 as measured by K-PREP scores .

### (shared) Strategy 1:

Assesment, Analysis, Alignment - 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.

Category: Other - Data Driven Decisions

Activity - Data Driven Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.  Schools: All Schools	Academic Support Program	08/10/2016	12/30/2017	\$0	No Funding Required	Teachers and Prinicipals

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.  Schools: All Schools	Academic Support Program	08/10/2016	12/30/2017	\$0	No Funding Required	Principals, Teachers, and District Leadership Supports

Activity - Alignment to Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>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 planing, align study guides and assessments to the standards, and track and monitor student progress towards standards mastery. This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, and conversations with building principals.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>08/10/2016</p>	<p>12/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals and Teachers</p>
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**Goal 3: 16-17 To meet the needs of our GAP Population and Delivery Targets of 72.2 elementary, 70.3 middle, and 73.1 high and the Novice Reduction percentage of 50% reduction by 2020 in reading and math.**

**Measurable Objective 1:**

10% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by increasing their novice scores to apprentice or higher thus reducing the number of students scoring novice in Reading by 12/30/2017 as measured by K-PREP.

**Strategy 1:**

RTI - Reading - Students who qualify for RTI under our district guidelines will receive Tier 2 and 3 Interventions in order to help them improve reading proficiency as measured by the summative performance of K-PREP scores from novice to the minimum of apprentice.

Category: Other - District Intervention Protocol

Research Cited: Response to Intervention

Activity - Marie Carbo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will be provided with supplemental site word recognition and fluency skills to assist them in becoming better readers at Russell Middle School and in our special education departments as needed at our other schools.</p> <p>Schools: Russell High School, Russell Middle School</p>	<p>Academic Support Program</p>	<p>08/10/2016</p>	<p>12/30/2017</p>	<p>\$5000</p>	<p>Other</p>	<p>Principals, Teachers, and Staff</p>

Activity - Study Island - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize Study Island resources in all grade levels to target Reading Common Core Standards for proficiency. At RPS Reading Eggs will be implemented in addition to the Reading content within Study Island. At the High School level, Study Island Benchmarking will be implemented 3 times per year to target and address proficiency issues within ELA standards.  Schools: All Schools	Academic Support Program	08/10/2016	12/30/2017	\$25000	General Fund	Principals, Teachers, Staff, and District Leadership
<b>Activity - Grade 12 Benchmarking</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
KYOTE Resources and assessments will be utilized for grade 12 students not meeting benchmark on ACT.  Schools: Russell High School	Academic Support Program, Other - KYOTE	08/10/2016	12/30/2017	\$0	No Funding Required	Teacher, Principal, Counselors, and District Leadership Support
<b>Activity - Reading Recovery</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The students scoring in the lowest 20% of first grade in reading qualify for this program. 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.  Schools: Russell Primary School	Academic Support Program	08/10/2016	12/30/2017	\$45000	Grant Funds	Reading Recovery teachers, principal and instructional leaders
<b>Activity - Title I - Reading</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve reading skills so that students will be able to reach proficiency.  Schools: Russell Primary School, Russell-McDowell Intermediate School, Russell Middle School	Academic Support Program	08/10/2016	12/30/2017	\$200000	Grant Funds	Federal Programs Coordinator, Principals, Teachers, and Staff

### Measurable Objective 2:

10% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by increasing their novice scores to apprentice or higher thus reducing the number of students scoring novice in Mathematics by 12/30/2017 as measured by K-PREP.

### Strategy 1:

RTI - Math - Students who qualify for RTI under our district guidelines will receive Tier 2 and 3 Interventions in order to help them improve math proficiency as measured by the summative performance of K-PREP scores from novice to the minimum of apprentice.

Category: Other - District RTI Initiative

Research Cited: Response to Intervention

## Comprehensive District Improvement Plan

Russell Independent

Activity - Study Island - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Study Island resources in all grade levels to target Math Common Core Standards for proficiency. At the High School level, Study Island Benchmarking will be implemented 3 times per year to target and address proficiency issues within math standards.  Schools: All Schools	Academic Support Program	08/10/2016	12/30/2017	\$25000	District Funding	Principal, Teachers, and Staff
Activity - Grade 12 Benchmarking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KYOTE Resources and assessments will be utilized for grade 12 students not meeting benchmark on ACT.  Schools: Russell High School	Academic Support Program	08/10/2016	12/30/2017	\$0	No Funding Required	Teacher, Principal, Counselors, District Leadership Support
Activity - Title One Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve math skills so that students will be able to reach proficiency in grades K-8.  Schools: Russell Primary School, Russell-McDowell Intermediate School, Russell Middle School	Academic Support Program	08/10/2016	12/30/2017	\$200000	District Funding	Teachers, Principals, Staff, Federal Programs Coordinator at The Primary School, Intermediate School, and Middle School.

### Goal 4: 16-17 Russell Independent will plan job embedded Professional Learning to support and retain effective teachers and promote teacher leadership.

#### Measurable Objective 1:

collaborate to support teachers with continued professional learning by 12/30/2017 as measured by classroom observations, relationships built between students and teachers, and increased student achievement .

#### Strategy 1:

Job Embedded Professional Learning - Russell Independent will provide professional learning opportunities and follow up activities to promote and support professional learning so that students will reach proficiency.

Category: Continuous Improvement

## Comprehensive District Improvement Plan

Russell Independent

Activity - Growth for All Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Russell Independent will provide training in Growth Mindset, Proven Strategies, and Poverty Studies. After the initial training, 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.  Schools: All Schools	Professional Learning	08/10/2016	12/29/2017	\$5000	District Funding	District Administration , Building Level Administration , Teacher Leaders

## Goal 5: 16-17 All schools will increase teacher leadership and provide supports for instructional practices by teachers based on 2015 Tell Data Results

### Measurable Objective 1:

increase student growth by providing opportunities for teachers to influence the decision making process regarding instructional practices and supports by 12/30/2017 as measured by observations of meetings by administrators, agendas and minutes of teacher lead meetings, formative and summative analysis of student mastery of content as related to improvements in instructional practices..

### Strategy 1:

Teacher Leadership for Improved Instructional Practice - Teachers in all buildings will meet weekly to biweekly lead by teacher leaders in grade levels or departments. These teacher leaders are referred to as Student Achievement Coaches. Teacher leaders will provide coaching, mentoring, and modeling of sound instructional practices. Teacher groups will collect and analyze data from MAP, STAR, Study Island, and Aims Web to track and monitor student progress. Teacher leaders will facilitate instructional practices based on job embedded PD, standards learning and alignment, and student engagement activities to promote mastery of student learning.

Category: Teacher PGES

Activity - Student Achievement Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly and bi weekly with and without building level administration to effectively make curriculum decisions and have an appropriate level of influence on instructional decisions. Teachers will analyze student data results from state assessment, MAP, STAR, Study Island, Aims Web, and classroom formative and summative data sets to determine student needs and guide instruction for the year. Teachers will review teaching standards and continue to work on common assessments and line item analysis of student work to promote student proficiency.  Schools: All Schools	Academic Support Program	08/10/2016	12/30/2017	\$5000	District Funding	Principals and Teachers with District Support

Activity - Job Embedded Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Russell Independent

<p>As a district we have several district initiatives to assist teachers in providing researched based instructional practices to promote and foster mastery of academic standards. All teachers have had initial training on the 5 Proven Strategies to Increase Student Achievement and Growth Mindset work from Carol Dweck. Principals have been provided Growth Mindset Kits to enable them to promote continued learning throughout the year. The principals have had training on the work of John Hattie and Direct and Explicit Instruction so that they can facilitate a deeper understanding as to how these research and practices can effect classroom instruction. Our primary school has had training with Reading Eggs and will have continued follow up to help support our emergent and early stage readers. We have continued to follow up support with Study Island train the trainers to assist our teachers in standards based assignments, aligned assessments, and meeting students needs from the at risk to the gifted student. Finally, 6 plus 1 writing strategies have been adopted by all schools as our common writing philosophy and continued professional learning will continue through the summer of 2017 and into the next school year.</p> <p>Schools: All Schools</p>	Academic Support Program	08/10/2016	12/30/2017	\$8000	District Funding	Principals, Teachers, and support from District Administration
<p>Activity - Teacher Coaching and Mentoring</p> <p>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.</p> <p>Schools: All Schools</p>	Professional Learning	08/10/2016	12/30/2017	\$1000	District Funding	Principals, Teachers, and supports from District Administration

## Goal 6: 16 17 Russell High School will work to continue excellence with graduation rates averaging 98% from year to year

### Measurable Objective 1:

improve graduation rate as we strive towards excellence of averaging 98% yearly by 12/30/2017 as measured by reaching our 4 year target of 97.5%.

### Strategy 1:

CCR Graduation Rate - Russell High School will continue to strive for 98% graduation rate each year. Currently or 5 year rate is at 98.6%. Our 4 year rate fell shy at 97.3 and we needed 97.4. For the 2016-2017 school year we will utilize all school and district resources to ensure we reach our 4 year rate of 97.5% this school year.

Category: Other - High School Graduation Rate

## Comprehensive District Improvement Plan

Russell Independent

Activity - Graduation Rate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Russell Independent Schools will work with students individually, 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.  Schools: Russell High School	Academic Support Program, Other	08/10/2016	12/30/2017	\$0	No Funding Required	Counselors, Principals, Teachers, and District Support Staff.

## Goal 7: 16-17 Russell Independent will increase the number of students who are college and career ready

### Measurable Objective 1:

increase student growth by meeting our CCR benchmark of 80.3 by 12/30/2017 as measured by ACT bench marking three times a year in Study Island, KYOTE Fall and Spring assessments, Plateo Coursework, KOSSA and Industry Certification completions. .

### Strategy 1:

College and Career Readiness - Russell Independent will provide opportunities to support students in reaching college and or career readiness standards through the use of specific programs, coaching, and assessments.

Category: Other - College and Career Readiness Opportunities

Activity - Assessment Opportunitites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Russell High School will assess junior level students three times throughout the course of the school year with Study Island Bench marking and strategies 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 instruction on KYOTE standards and awarded the opportunity to assess in the fall and spring in the areas they have not currently reached college benchmarks. 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 KOSSA and or complete the industry certifications in their field of study. Early guidance with 8th grade students and freshman will also be intentional to make sure we are placing students in course that meet their interests and needs so that they will be able to complete a course of study to become career ready. ASVAB will also be given to students who wish to take the assessment to help them reach career status as well.  Schools: All Schools	Other - College and or Career Preperation	08/10/2016	12/30/2017	\$6000	District Funding	Principals, counselors, teachers, and support from District Level Administration

**Comprehensive District Improvement Plan**

Russell Independent

Activity - At Risk Identification Supports for High School Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 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> <p>Schools: Russell High School</p>	<p>Other - Community Engagement and Career Preperation</p>	<p>08/10/2016</p>	<p>12/30/2017</p>	<p>\$30000</p>	<p>District Funding</p>	<p>Job Coaches, Principals, Teachers, and support from District Administration</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island - Reading	Teachers will utilize Study Island resources in all grade levels to target Reading Common Core Standards for proficiency. At RPS Reading Eggs will be implemented in addition to the Reading content within Study Island. At the High School level, Study Island Benchmarking will be implemented 3 times per year to target and address proficiency issues within ELA standards.	Academic Support Program	08/10/2016	12/30/2017	\$25000	Principals, Teachers, Staff, and District Leadership
Recruitment and Retention of Teachers	District administration and building level administrators may attend job fairs and expos, make contacts with universities, utilize contacts within student teachers and advisory, and post vacancies to recruit high quality teachers to the district. Additionally, SBDM Councils will follow the consultation policies and thoughtfully review applications, resumes, and references.	Recruitment and Retention	12/30/2016	12/30/2017	\$200	District administration and building level administrators
<b>Total</b>					<b>\$25200</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I - Reading	Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve reading skills so that students will be able to reach proficiency.	Academic Support Program	08/10/2016	12/30/2017	\$200000	Federal Programs Coordinator, Principals, Teachers, and Staff
Reading Recovery	The students scoring in the lowest 20% of first grade in reading qualify for this program. 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.	Academic Support Program	08/10/2016	12/30/2017	\$45000	Reading Recovery teachers, principal and instructional leaders
<b>Total</b>					<b>\$245000</b>	

# Comprehensive District Improvement Plan

Russell Independent

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Achievement Meetings	Teachers will meet weekly and bi weekly with and without building level administration to effectively make curriculum decisions and have an appropriate level of influence on instructional decisions. Teachers will analyze student data results from state assessment, MAP, STAR, Study Island, Aims Web, and classroom formative and summative data sets to determine student needs and guide instruction for the year. Teachers will review teaching standards and continue to work on common assessments and line item analysis of student work to promote student proficiency.	Academic Support Program	08/10/2016	12/30/2017	\$5000	Principals and Teachers with District Support
Assessment Opportunites	Russell High School will assess junior level students three times throughout the course of the school year with Study Island Bench marking and strategies 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 instruction on KYOTE standards and awarded the opportunity to assess in the fall and spring in the areas they have not currently reached college benchmarks. 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 KOSSA and or complete the industry certifications in their field of study. Early guidance with 8th grade students and freshman will also be intentional to make sure we are placing students in course that meet their interests and needs so that they will be able to complete a course of study to become career ready. ASVAB will also be given to students who wish to take the assessment to help them reach career status as well.	Other - College and or Career Preperation	08/10/2016	12/30/2017	\$6000	Principals, counselors, teachers, and support from District Level Administration
At Risk Identification Supports for High School Students	The persistence to graduation tool in IC is one tool to be utilized to identify students who are at-risk for not graduation. Students who are failing courses may be enrolled in our Plato Credit Recovery Program so that these students can graduate on time with peers with a high school diploma. Additionally, community resources will be utilized to present information to students about post secondary education, vocational training, and occupations that are available. Our job coaches, who are funded by part grant funding and part district funding, work with our most at risk population of special needs students. The students will be offered the opportunity to work at various businesses throughout the community that have partnered with our district.	Other - Community Engagement and Career Preperation	08/10/2016	12/30/2017	\$30000	Job Coaches, Principals, Teachers, and support from District Administration

## Comprehensive District Improvement Plan

Russell Independent

Growth for All Kids	Russell Independent will provide training in Growth Mindset, Proven Strategies, and Poverty Studies. After the initial training, 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.	Professional Learning	08/10/2016	12/29/2017	\$5000	District Administration, Building Level Administration, Teacher Leaders
Title One Math	Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve math skills so that students will be able to reach proficiency in grades K-8.	Academic Support Program	08/10/2016	12/30/2017	\$200000	Teachers, Principals, Staff, Federal Programs Coordinator at The Primary School, Intermediate School, and Middle School.
Job Embedded Professional Learning	As a district we have several district initiatives to assist teachers in providing researched based instructional practices to promote and foster mastery of academic standards. All teachers have had initial training on the 5 Proven Strategies to Increase Student Achievement and Growth Mindset work from Carol Dweck. Principals have been provided Growth Mindset Kits to enable them to promote continued learning throughout the year. The principals have had training on the work of John Hattie and Direct and Explicit Instruction so that they can facilitate a deeper understanding as to how these research and practices can effect classroom instruction. Our primary school has had training with Reading Eggs and will have continued follow up to help support our emergent and early stage readers. We have continued to follow up support with Study Island train the trainers to assist our teachers in standards based assignments, aligned assessments, and meeting students needs from the at risk to the gifted student. Finally, 6 plus 1 writing strategies have been adopted by all schools as our common writing philosophy and continued professional learning will continue through the summer of 2017 and into the next school year.	Academic Support Program	08/10/2016	12/30/2017	\$8000	Principals, Teachers, and support from District Administration
Study Island - Math	Teachers will utilize Study Island resources in all grade levels to target Math Common Core Standards for proficiency. At the High School level, Study Island Benchmarking will be implemented 3 times per year to target and address proficiency issues within math standards.	Academic Support Program	08/10/2016	12/30/2017	\$25000	Principal, Teachers, and Staff

## Comprehensive District Improvement Plan

Russell Independent

Teacher Coaching and Mentoring	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.	Professional Learning	08/10/2016	12/30/2017	\$1000	Principals, Teachers, and supports from District Administration
<b>Total</b>					\$280000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Marie Carbo	Students will be provided with supplemental site word recognition and fluency skills to assist them in becoming better readers at Russell Middle School and in our special education departments as needed at our other schools.	Academic Support Program	08/10/2016	12/30/2017	\$5000	Principals, Teachers, and Staff
<b>Total</b>					\$5000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade 12 Benchmarking	KYOTE Resources and assessments will be utilized for grade 12 students not meeting benchmark on ACT.	Academic Support Program, Other - KYOTE	08/10/2016	12/30/2017	\$0	Teacher, Principal, Counselors, and District Leadership Support
Grade 12 Benchmarking	KYOTE Resources and assessments will be utilized for grade 12 students not meeting benchmark on ACT.	Academic Support Program	08/10/2016	12/30/2017	\$0	Teacher, Principal, Counselors, District Leadership Support
Graduation Rate	Russell Independent Schools will work with students individually, 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.	Academic Support Program, Other	08/10/2016	12/30/2017	\$0	Counselors, Principals, Teachers, and District Support Staff.

## Comprehensive District Improvement Plan

Russell Independent

Data Driven Decision Making	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.	Academic Support Program	08/10/2016	12/30/2017	\$0	Teachers and Principals
Scheduling	Principals will lead discussions with the SBDM councils to update their policies and processes to ensure equitable access through scheduling for students to be placed with highly effective teachers.	Policy and Process	12/30/2016	12/30/2017	\$0	Principals and SBDM councils
Response to Intervention	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.	Academic Support Program	08/10/2016	12/30/2017	\$0	Principals, Teachers, and District Leadership Supports
Alignment to Standards	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 planing, align study guides and assessments to the standards, and track and monitor student progress towards standards mastery. This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, and conversations with building principals.	Academic Support Program	08/10/2016	12/30/2017	\$0	Principals and Teachers
<b>Total</b>					\$0	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Allocation of Resources	The district and schools will create budgets based on the learning needs of students and by formulas.	Policy and Process	12/30/2016	12/30/2017	\$200000	Chief Finance Officer, Superintendent, Board of Education, Principals,
<b>Total</b>					\$200000	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Allocation of Resources	The district and schools will create budgets based on the learning needs of students and by formulas.	Policy and Process	12/30/2016	12/30/2017	\$200000	Chief Finance Officer, Superintendent, Board of Education, Principals,
Recruitment and Retention of Teachers	District administration and building level administrators may attend job fairs and expos, make contacts with universities, utilize contacts within student teachers and advisory, and post vacancies to recruit high quality teachers to the district. Additionally, SBDM Councils will follow the consultation policies and thoughtfully review applications, resumes, and references.	Recruitment and Retention	12/30/2016	12/30/2017	\$200	District administration and building level administrators
Scheduling	Principals will lead discussions with the SBDM councils to update their policies and processes to ensure equitable access through scheduling for students to be placed with highly effective teachers.	Policy and Process	12/30/2016	12/30/2017	\$0	Principals and SBDM councils
Study Island - Reading	Teachers will utilize Study Island resources in all grade levels to target Reading Common Core Standards for proficiency. At RPS Reading Eggs will be implemented in addition to the Reading content within Study Island. At the High School level, Study Island Benchmarking will be implemented 3 times per year to target and address proficiency issues within ELA standards.	Academic Support Program	08/10/2016	12/30/2017	\$25000	Principals, Teachers, Staff, and District Leadership
Study Island - Math	Teachers will utilize Study Island resources in all grade levels to target Math Common Core Standards for proficiency. At the High School level, Study Island Benchmarking will be implemented 3 times per year to target and address proficiency issues within math standards.	Academic Support Program	08/10/2016	12/30/2017	\$25000	Principal, Teachers, and Staff
Growth for All Kids	Russell Independent will provide training in Growth Mindset, Proven Strategies, and Poverty Studies. After the initial training, 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.	Professional Learning	08/10/2016	12/29/2017	\$5000	District Administration, Building Level Administration, Teacher Leaders

## Comprehensive District Improvement Plan

Russell Independent

Student Achievement Meetings	Teachers will meet weekly and bi weekly with and without building level administration to effectively make curriculum decisions and have an appropriate level of influence on instructional decisions. Teachers will analyze student data results from state assessment, MAP, STAR, Study Island, Aims Web, and classroom formative and summative data sets to determine student needs and guide instruction for the year. Teachers will review teaching standards and continue to work on common assessments and line item analysis of student work to promote student proficiency.	Academic Support Program	08/10/2016	12/30/2017	\$5000	Principals and Teachers with District Support
Job Embedded Professional Learning	As a district we have several district initiatives to assist teachers in providing researched based instructional practices to promote and foster mastery of academic standards. All teachers have had initial training on the 5 Proven Strategies to Increase Student Achievement and Growth Mindset work from Carol Dweck. Principals have been provided Growth Mindset Kits to enable them to promote continued learning throughout the year. The principals have had training on the work of John Hattie and Direct and Explicit Instruction so that they can facilitate a deeper understanding as to how these research and practices can effect classroom instruction. Our primary school has had training with Reading Eggs and will have continued follow up to help support our emergent and early stage readers. We have continued to follow up support with Study Island train the trainers to assist our teachers in standards based assignments, aligned assessments, and meeting students needs from the at risk to the gifted student. Finally, 6 plus 1 writing strategies have been adopted by all schools as our common writing philosophy and continued professional learning will continue through the summer of 2017 and into the next school year.	Academic Support Program	08/10/2016	12/30/2017	\$8000	Principals, Teachers, and support from District Administration
Teacher Coaching and Mentoring	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.	Professional Learning	08/10/2016	12/30/2017	\$1000	Principals, Teachers, and supports from District Administration

## Comprehensive District Improvement Plan

Russell Independent

Assessment Opportunites	Russell High School will assess junior level students three times throughout the course of the school year with Study Island Bench marking and strategies 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 instruction on KYOTE standards and awarded the opportunity to assess in the fall and spring in the areas they have not currently reached college benchmarks. 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 KOSSA and or complete the industry certifications in their field of study. Early guidance with 8th grade students and freshman will also be intentional to make sure we are placing students in course that meet their interests and needs so that they will be able to complete a course of study to become career ready. ASVAB will also be given to students who wish to take the assessment to help them reach career status as well.	Other - College and or Career Preperation	08/10/2016	12/30/2017	\$6000	Principals, counselors, teachers, and support from District Level Administration
Data Driven Decision Making	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.	Academic Support Program	08/10/2016	12/30/2017	\$0	Teachers and Prinicipals
Response to Intervention	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.	Academic Support Program	08/10/2016	12/30/2017	\$0	Principals, Teachers, and District Leadership Supports
Alignment to Standards	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 planing, align study guides and assessments to the standards, and track and monitor student progress towards standards mastery. This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, and conversations with building principals.	Academic Support Program	08/10/2016	12/30/2017	\$0	Principals and Teachers
<b>Total</b>					<b>\$275200</b>	

### Russell-McDowell Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Russell Independent

Title I - Reading	Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve reading skills so that students will be able to reach proficiency.	Academic Support Program	08/10/2016	12/30/2017	\$200000	Federal Programs Coordinator, Principals, Teachers, and Staff
Title One Math	Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve math skills so that students will be able to reach proficiency in grades K-8.	Academic Support Program	08/10/2016	12/30/2017	\$200000	Teachers, Principals, Staff, Federal Programs Coordinator at The Primary School, Intermediate School, and Middle School.
<b>Total</b>					<b>\$400000</b>	

### Russell Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	The students scoring in the lowest 20% of first grade in reading qualify for this program. 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.	Academic Support Program	08/10/2016	12/30/2017	\$45000	Reading Recovery teachers, principal and instructional leaders
Title I - Reading	Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve reading skills so that students will be able to reach proficiency.	Academic Support Program	08/10/2016	12/30/2017	\$200000	Federal Programs Coordinator, Principals, Teachers, and Staff
Title One Math	Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve math skills so that students will be able to reach proficiency in grades K-8.	Academic Support Program	08/10/2016	12/30/2017	\$200000	Teachers, Principals, Staff, Federal Programs Coordinator at The Primary School, Intermediate School, and Middle School.
<b>Total</b>					<b>\$445000</b>	

**Comprehensive District Improvement Plan**

Russell Independent

**Russell Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Marie Carbo	Students will be provided with supplemental site word recognition and fluency skills to assist them in becoming better readers at Russell Middle School and in our special education departments as needed at our other schools.	Academic Support Program	08/10/2016	12/30/2017	\$5000	Principals, Teachers, and Staff
Title I - Reading	Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve reading skills so that students will be able to reach proficiency.	Academic Support Program	08/10/2016	12/30/2017	\$200000	Federal Programs Coordinator, Principals, Teachers, and Staff
Title One Math	Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve math skills so that students will be able to reach proficiency in grades K-8.	Academic Support Program	08/10/2016	12/30/2017	\$200000	Teachers, Principals, Staff, Federal Programs Coordinator at The Primary School, Intermediate School, and Middle School.
<b>Total</b>					<b>\$405000</b>	

**Russell High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Marie Carbo	Students will be provided with supplemental site word recognition and fluency skills to assist them in becoming better readers at Russell Middle School and in our special education departments as needed at our other schools.	Academic Support Program	08/10/2016	12/30/2017	\$5000	Principals, Teachers, and Staff
Grade 12 Benchmarking	KYOTE Resources and assessments will be utilized for grade 12 students not meeting benchmark on ACT.	Academic Support Program, Other - KYOTE	08/10/2016	12/30/2017	\$0	Teacher, Principal, Counselors, and District Leadership Support
Grade 12 Benchmariking	KYOTE Resources and assessments will be utilized for grade 12 students not meeting benchmark on ACT.	Academic Support Program	08/10/2016	12/30/2017	\$0	Teacher, Principal, Counselors, District Leadership Support

**Comprehensive District Improvement Plan**

Russell Independent

At Risk Identification Supports for High School Students	The persistence to graduation tool in IC is one tool to be utilized to identify students who are at-risk for not graduation. Students who are failing courses may be enrolled in our Plato Credit Recovery Program so that these students can graduate on time with peers with a high school diploma. Additionally, community resources will be utilized to present information to students about post secondary education, vocational training, and occupations that are available. Our job coaches, who are funded by part grant funding and part district funding, work with our most at risk population of special needs students. The students will be offered the opportunity to work at various businesses throughout the community that have partnered with our district.	Other - Community Engagement and Career Preperation	08/10/2016	12/30/2017	\$30000	Job Coaches, Principals, Teachers, and support from District Administration
Graduation Rate	Russell Independent Schools will work with students individually, 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.	Academic Support Program, Other	08/10/2016	12/30/2017	\$0	Counselors, Principals, Teachers, and District Support Staff.
<b>Total</b>					<b>\$35000</b>	

## **Phase II - Assurances - District**

## **Introduction**

KDE Assurances for Districts

**District Assurances**

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	Strategies and plans include but are not limited to parent/teacher conferences, Remind, In the Know Night, Positive note cards mailed home, Student Led Conferences, Festivals, Community 5K's, FRYSC parent education meetings, home visits, etc.	

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	<a href="http://www.russellind.kyschools.us/">http://www.russellind.kyschools.us/</a>	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes	Long term substitute positions are carefully assigned so that highly qualified teachers are assigned when the regular teacher must be out.	

# Comprehensive District Improvement Plan

Russell Independent

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Each school assesses and plans appropriate professional development based on the needs of the building. Each school's SBDM council sets the Professional Development Plan for the school and submits the school plan to the district Professional Development Coordinator. Professional development is job-embedded and follows the learning forward standards.	

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	We recruit staff members through job fairs, contacting local colleges and universities when needed, posting vacancies on the school web site and through KDE's portal. Our salary schedule is ranked top in the state which helps to recruit and retain highly qualified staff members. We also work collaboratively with our local universities to assist in the training of teachers through mentoring student teachers.	

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes	Funds are allocated based on students' eligibility determination	

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes	Program funds are appropriated based on student needs.	

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	No	This is not applicable to our district. The money we receive from Title II assists us with mentoring and growing our teachers to be most effective in increasing student achievement	

# Comprehensive District Improvement Plan

Russell Independent

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes	Each school receives personnel funding based on a formula. Class sizes are below state requirements in most cases. We have full-time assistants in Kindergarten to assist with class sizes as well.	

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes	Documentation is maintained regarding Title I, IDEA, Title II, etc. for personnel paid from those programs. The assignments are aligned to the program purpose.	

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes	We work collaboratively Rose Hill and Holy Family Schools in Boyd County to meet the needs of our private school students.	

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes	We work collaboratively with Rose Hill and Holy Family in Boyd County to ensure services are provided specific to federal program requirements.	

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes	Policies and procedures are in place for purchasing and surplussing material.	

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes	Policy and procedures are in place at each school that qualifies for federal money to inform all stakeholders.	

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes	These are provided to the Federal Programs Coordinator as appropriate	

# Comprehensive District Improvement Plan

Russell Independent

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes	Through Title I surveys, state compliance for IDEA, and preschool surveys we ascertain the effectiveness of our programs. We also do record reviews on special education folders for compliance and examine progress data on all students to determine the effectiveness of our current programs.	

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes	Currently we have none	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A		

# Comprehensive District Improvement Plan

Russell Independent

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes	Money is set aside for books, fees, clothing and other necessary items. We work with FRYSC to help meet student needs.	

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	N/A	We do set aside money for parent involvement activities even though we do not receive more than \$500,000 in Title I, Part A funding.	

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes	Principals address this issue at SBDM meetings which is reflected in the minutes.	

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes	Parents are invited to attend meetings to address the review and improvement of programs.	

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes	The district sends a letter yearly notifying parents that they may request this information.	

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes	The Federal Programs Coordinator ensures that all schools are kept informed regarding program requirements. Analysis of data is done yearly as well as a review of the program.	

# Comprehensive District Improvement Plan

Russell Independent

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes	All private and home schools receive letters notifying them annually. The Federal Programs Coordinator holds face-to-face meetings with private schools.	

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes	Meetings are held in July in collaboration with Ashland Independent Schools (fiscal agent) and the private schools	

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	N/A	All staff are highly qualified	

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

# **Phase II - Compliance and Accountability - Districts**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

**The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

**Goal 1:**

16-17 All schools will be funded by a formula to ensure equitable distribution of resources.

**Measurable Objective 1:**

collaborate to create budgets that demonstrate equitable distribution by 12/30/2017 as measured by completed budgets at the school level and completed allocations at the district level..

**Strategy1:**

Equitable Distribution - The Board of Education will approve budgets, salaries, and allocations at the school level to demonstrate equitable distribution of people, resources, and money.

Category: Management Systems

Research Cited: Standards and Indicators for School Improvement - 8.2b, 8.2c, and 8.2d -The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

School council and school board analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs. State and Federal Program Resources are allocated and integrated (Safe Schools, Title I, IDEA, FRYSC's, ESS) to address student needs identified by the school/district

Activity - Recruitment and Retention of Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administration and building level administrators may attend job fairs and expos, make contacts with universities, utilize contacts within student teachers and advisory, and post vacancies to recruit high quality teachers to the district. Additionally, SBDM Councils will follow the consultation policies and thoughtfully review applications, resumes, and references.	Recruitment and Retention	12/30/2016	12/30/2017	\$200 - General Fund	District administration and building level administrators

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will lead discussions with the SBDM councils to update their policies and processes to ensure equitable access through scheduling for students to be placed with highly effective teachers.	Policy and Process	12/30/2016	12/30/2017	\$0 - No Funding Required	Principals and SBDM councils

# Comprehensive District Improvement Plan

Russell Independent

Activity - Allocation of Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and schools will create budgets based on the learning needs of students and by formulas.	Policy and Process	12/30/2016	12/30/2017	\$200000 - State Funds	Chief Finance Officer, Superintendent, Board of Education, Principals,

## Goal 2:

16-17 Russell Independent will plan job embedded Professional Learning to support and retain effective teachers and promote teacher leadership.

### Measurable Objective 1:

collaborate to support teachers with continued professional learning by 12/30/2017 as measured by classroom observations, relationships built between students and teachers, and increased student achievement .

### Strategy1:

Job Embedded Professional Learning - Russell Independent will provide professional learning opportunities and follow up activities to promote and support professional learning so that students will reach proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Growth for All Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Russell Independent will provide training in Growth Mindset, Proven Strategies, and Poverty Studies. After the initial training, 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.	Professional Learning	08/10/2016	12/29/2017	\$5000 - District Funding	District Administration, Building Level Administration, Teacher Leaders

## Goal 3:

16-17 Russell Independent will increase the number of students who are college and career ready

### Measurable Objective 1:

increase student growth by meeting our CCR benchmark of 80.3 by 12/30/2017 as measured by ACT bench marking three times a year in Study Island, KYOTE Fall and Spring assessments, Plateo Coursework, KOSSA and Industry Certification completions. .

### Strategy1:

College and Career Readiness - Russell Independent will provide opportunities to support students in reaching college and or career readiness standards through the use of specific programs, coaching, and assessments.

Category: Other - College and Career Readiness Opportunities

Research Cited:

**Comprehensive District Improvement Plan**

Russell Independent

Activity - Assessment Opportunites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Russell High School will assess junior level students three times throughout the course of the school year with Study Island Bench marking and strategies 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 instruction on KYOTE standards and awarded the opportunity to assess in the fall and spring in the areas they have not currently reached college benchmarks. 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 KOSSA and or complete the industry certifications in their field of study. Early guidance with 8th grade students and freshman will also be intentional to make sure we are placing students in course that meet their interests and needs so that they will be able to complete a course of study to become career ready. ASVAB will also be given to students who wish to take the assessment to help them reach career status as well.</p>	<p>Other - College and or Career Preperation</p>	<p>08/10/2016</p>	<p>12/30/2017</p>	<p>\$6000 - District Funding</p>	<p>Principals, counselors, teachers, and support from District Level Administration</p>

Activity - At Risk Identification Supports for High School Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<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 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>	<p>Other - Community Engagement and Career Preperation</p>	<p>08/10/2016</p>	<p>12/30/2017</p>	<p>\$30000 - District Funding</p>	<p>Job Coaches, Principals, Teachers, and support from District Administration</p>

**The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.**

**Goal 1:**

16-17 All schools will increase teacher leadership and provide supports for instructional practices by teachers based on 2015 Tell Data Results

**Measurable Objective 1:**

increase student growth by providing opportunities for teachers to influence the decision making process regarding instructional practices and supports by 12/30/2017 as measured by observations of meetings by administrators, agendas and minutes of teacher lead meetings, formative and summative analysis of student mastery of content as related to improvements in instructional practices..

# Comprehensive District Improvement Plan

Russell Independent

## Strategy1:

Teacher Leadership for Improved Instructional Practice - Teachers in all buildings will meet weekly to biweekly lead by teacher leaders in grade levels or departments. These teacher leaders are referred to as Student Achievement Coaches. Teacher leaders will provide coaching, mentoring, and modeling of sound instructional practices. Teacher groups will collect and analyze data from MAP, STAR, Study Island, and Aims Web to track and monitor student progress. Teacher leaders will facilitate instructional practices based on job embedded PD, standards learning and alignment, and student engagement activities to promote mastery of student learning.

Category: Teacher PGES

Research Cited:

Activity - Job Embedded Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a district we have several district initiatives to assist teachers in providing researched based instructional practices to promote and foster mastery of academic standards. All teachers have had initial training on the 5 Proven Strategies to Increase Student Achievement and Growth Mindset work from Carol Dweck. Principals have been provided Growth Mindset Kits to enable them to promote continued learning throughout the year. The principals have had training on the work of John Hattie and Direct and Explicit Instruction so that they can facilitate a deeper understanding as to how these research and practices can effect classroom instruction. Our primary school has had training with Reading Eggs and will have continued follow up to help support our emergent and early stage readers. We have continued to follow up support with Study Island train the trainers to assist our teachers in standards based assignments, aligned assessments, and meeting students needs from the at risk to the gifted student. Finally, 6 plus 1 writing strategies have been adopted by all schools as our common writing philosophy and continued professional learning will continue through the summer of 2017 and into the next school year.	Academic Support Program	08/10/2016	12/30/2017	\$8000 - District Funding	Principals, Teachers, and support from District Administration

Activity - Student Achievement Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly and bi weekly with and without building level administration to effectively make curriculum decisions and have an appropriate level of influence on instructional decisions. Teachers will analyze student data results from state assessment, MAP, STAR, Study Island, Aims Web, and classroom formative and summative data sets to determine student needs and guide instruction for the year. Teachers will review teaching standards and continue to work on common assessments and line item analysis of student work to promote student proficiency.	Academic Support Program	08/10/2016	12/30/2017	\$5000 - District Funding	Principals and Teachers with District Support

# Comprehensive District Improvement Plan

Russell Independent

Activity - Teacher Coaching and Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Professional Learning	08/10/2016	12/30/2017	\$1000 - District Funding	Principals, Teachers, and supports from District Administration

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

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

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

### **Organizational Description:**

The Russell Independent school district is located in North Eastern Kentucky that serves students. 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 and Central Office is located in downtown Russell. Russell Independent Schools was founded in 1892.

Total student population is 2,275 with a staff of approximately 165 certified and 157 classified.

### **Organizational Environment:**

RISD offers educational services to students pre-school to twelfth grade. The ultimate goal of RISD is prepare our students to be college and/or career ready when they leave our district. The majority of services students receive are on our campus by certified and classified staff. Specialists such as speech language pathologists, teachers of special 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 two recent renovations, with the latest renovation totaling more than a million dollars. The latest renovation included space for a medical science pathway. 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 totaled more than \$12 million and greatly enhanced our facilities. Technology has been added to the buildings over the years with all buildings having the capability of wireless.

### **Competitive Environment:**

We compete with local school districts for students regularly. We strive to be the best school district in the area with our programs, athletics, 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 sells us to the community. We are constantly looking at ways to attract families and students to our district. Our superintendent and our principals conduct regular tours of our facilities to entice families to our district and to share what our district can offer their students. They also collaborate with local realtors and businesses to encourage families to look at real estate in our district. We are fortunate to have a 93.53% collection rate of taxes and we are currently at the 83.1% tax rate on each \$100 worth of real estate. The district operates under a budget of approximately \$20 million annually. Our population has decreased since the mid 1990's, which has decreased our revenue from the state department through SEEK and it has been further decreased with the unstable economy we have all suffered through with both the state and federal government. Most funding comes from 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 SY 2016-2017

# Comprehensive District Improvement Plan

Russell Independent

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the needs of all of 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 fifteen years. As a district we have spent close to twelve million dollars on our Intermediate and Middle schools alone. Many of the upgrades allow our students to be placed in a safe and orderly environment that will help meet their needs and assist in providing them a quality education. We have invested over one million dollars to upgrade our Athletic complex to meet Title IX standards and provide a training facility that will be utilized by all of our students, staff, and physical education / health classes. 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 correlates with the district plan and reflects 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, EOC, MAP, STUDY ISLAND, Rtl, Career and Technical Information, 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 conducts walk-through/formative observations consistently collect diagnostic information and document what is going on 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 first year to implement Non Traditional Instructional Days (NTID). Russell Independent Schools implemented the Non-Traditional Instruction Plan February 17, 18, and 19 of 2016. We calculated 42% of our students completed assignments utilizing technology and 58% completed assignments utilizing work packets that were sent home prior to the NTI Day. 100% of our teachers participated and 81% 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 (52.28% of respondents), students (35.03% respondents), faculty/staff (19.8% respondents), to gain insight into the perceptions of the NTI Day. Some of our respondents have multiple roles.

Assignments: School work 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? 37.95% responded that it was way more than a typical school day. 28.21% of responded that it is a little more work than a typical school day. 27.69% responded that it was neither more nor less than a typical day. 6% responded that it was slightly less or way less than a typical school day. This information gave us great insight to what we will be able to do differently for our students. After analyzing the thoughts/comments portion of our survey, we could understand the frustration some of our families expressed to us on the amount of work as well as the complexity of the work.

Lessons Learned: Collectively we have discussed how to create assignments that are not more complex in design or amount than a typical school day. Each building principal has reviewed data with teachers to streamline the amount and complexity of work assigned for future NTI Days.

Technology: 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, 72% of respondents noted that was very assessable, 60% of respondents found it easy to understand, and 65% 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. Classrooms that typically do not use Internet based assignments had many struggling students.

Lessons Learned: In planning for next year, schools will work more diligently to use Internet options as part of the regular instruction more often which will alleviate those frustrations that occurred on our NTI Days.

Assistance/Communication: 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. 20% reported that they did not need any assistance which left less than 5% of respondents stating they did not receive the assistance they needed. We will continue to improve on our communications and availability to eliminate any negative feedback on our communication. Overall comments were very favorable which prompts us to want to seek to improve our program for future use.

Lessons Learned: We will work more diligently with front end preparations for next year beginning with creating a webpage for the district designated specifically for NTID communication. We also plan to have parent nights so that parents can become familiar with the platforms the students will be using.

### Challenges:

In recent years there has been an increase in the number of Free and Reduced Lunch participants. As a result, Russell went from being targeted assisted as far as Title I is concerned to school-wide programs 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 curriculum to meet the demands of the 21st century student. Our staff pursues higher training in order to teach advanced placement and dual credit. We have partnered with Advance Kentucky to offer a more rigorous curriculum to prepare our students for college readiness. With their assistance we have the ability to offer a multitude of advanced placement rigorous 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

## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system 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.

### Vision Statements

Progressing into 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 success.

### District Core Beliefs:

It's about Kids.

Accountability.

Transparency.

Communication.

Have a great attitude.

Start Positive and Stay Positive.

## **Notable Achievements and Areas of Improvement**

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

Our area for improvements include increasing students' proficiency in reading and math, closing the achievement gap for our students in the area of Special Education and Free and Reduced Lunch Groups and supporting students in enhancing their college and career goals. We are in our second year of implementing a new evaluation system based on the Charlotte Danielson Framework for Teaching. Student growth goals will be an on-going initiative that we are undertaking to assist all students' achievement at high levels.

We are a Proficient District with a Distinguished High School. We have consistently placed in the top of schools across the state. We also have the highest ACT scores in our area with a score of 21. For the 2014-15 school year we are ranked number 9 in the state.

Other areas of notable achievement include Science Olympiad, Academic teams successes, sports successes, and All State Band and Choir members. Our students excel in their extra-curricular, curricular, and co-curricular activities.

## **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 "It is ALL about the kids". In our district, there is open communication with and to 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!"