



2020-21 Phase One: Continuous Improvement Diagnostic for
Schools_09012020_10:49

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Russell-McDowell Intermediate School

Pamela Wright

1900 Long St

Flatwoods, Kentucky, 41139

United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Pamela Wright, Principal September 1, 2020



2020-21 Phase Two: The Needs Assessment for
Schools_09012020_10:52

2020-21 Phase Two: The Needs Assessment for Schools

Russell-McDowell Intermediate School

Pamela Wright

1900 Long St

Flatwoods, Kentucky, 41139

United States of America

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Please see attachment.

ATTACHMENTS

Attachment Name

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school’s teachers received adequate professional development.

Please see attachments.

ATTACHMENTS

Attachment Name

Priorities/Concerns

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

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

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

Please see attachment.

ATTACHMENTS

Attachment Name

Trends

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

Please see the attachment.

ATTACHMENTS

Attachment Name

Potential Source of Problem

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

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

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

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

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

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

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

KCWP 6: R-MIS will design a process where teachers will have more voice in school and district decisions. KCWP 2: R-MIS will review the key core work processes in KCWP 2 to determine the best way to design and deliver instruction in our at risk areas of Reading, Science and Writing. KCWP 4: R-MIS will fine more effective ways to review, analyze and apply data in order to pinpoint specific needs in the areas of Reading, Science, and Writing. KCWP 5: R-MIS will use the Key Core Work Process #5 to analyze the design of our RTI program to make sure that it is being effective in reducing the number of students who are needing academic interventions.

Strengths/Leverages

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









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

Please see the attachment:

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Current state at R-MIS	Current state at R-MIS using specific data sources.	•
 Intervention Screening Dashboard	Dashboard showing reading data from the current school year.	•
 Priorities and Concerns	This document contains the Priorities and Concerns at R-MIS and the data that backs this up.	•
 Proficiency Report	This chart contains the state of proficiency for state standards at R-MIS. This gives us a projection for reading scores.	•
 Reviewing, Analyzing and Applying results.	Attached is a description that describes how all stakeholders and committees work together to analyze data to determine school improvement and next steps.	•
 State Benchmark Chart	This chart shows the percentages of students scoring below state benchmarks in reading.	•
 Strengths and Leverages	This document includes the improving or continued areas of strength and proficiency in our school.	•
 Trends	Looking at data, this document outlines some disturbing trends at R-MIS.	•



2020-21 Phase Two: School Assurances_09012020_10:53

2020-21 Phase Two: School Assurances

Russell-McDowell Intermediate School

Pamela Wright

1900 Long St

Flatwoods, Kentucky, 41139

United States of America

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

Our plan is available on our school and district website.

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through,

for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No

N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No

N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No

N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes

No

N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Our district has an annual "In the Know Night" where we discuss our program with parents, have parents complete surveys, and we provide needed information for our families.

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

Yes

No

N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a

school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students

will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

During Non-Covid times, we provide parents with a yearly math workshop based on survey feedback. This area is the one which parents have the most interest. during the 19-20 school year, we also offered literacy nights.

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and

utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_09012020_11:00

2020-21 Phase Two: School Safety Report

Russell-McDowell Intermediate School

Pamela Wright

1900 Long St

Flatwoods, Kentucky, 41139

United States of America

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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

The school council in accordance with our local board policy has an adopted Emergency Management Plan. The Plan is reviewed with local first responders as well as the school SBDM Council. The review takes place in closed session.

ATTACHMENTS

Attachment Name

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

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

Yes. We work closely with our two school safety officers and they serve as a liaison to our local emergency team.

ATTACHMENTS

Attachment Name

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

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

Yes. The safety routes are posted prior to any student entering the school each year.

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

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

Yes..All safe zones are posted in the rooms with directions as to where students need to report.

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

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

Yes. The Emergency plan is reviewed at a minimum twice a year. We do, however, based on drills such as Lock Down Drills, update plans throughout the year as well.

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

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

The discussion of our safety plan plays a prominent part in our opening day Faculty and Staff Meeting.

ATTACHMENTS

Attachment Name

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

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

Yes. Due to COVID, we had to wait until we had our students back F2F, which was four weeks into the school year. We then conducted the drills with social distancing guidelines and the drills were initiated by the classroom teacher.

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

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



Yes. We follow a calendar for the drills we need to complete and keep the completed documentation in a notebook that is available in the front office.

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

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

Yes. After the first two initial drills, we conducted fire drills per regulation of one per month. We started Virtual school in March and the drills ceased during that month.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>Beginning of the Year Faculty Meeting</p>	<p>Enclosed is the Agenda from the beginning of the year faculty meeting showing the discussion of the School Emergency Management Plan.</p>	<ul style="list-style-type: none"> • 6
 <p>SBDM Meeting Agenda</p>	<p>This is the agenda of the SBDM meeting in August that First Responders attend in order to review our Emergency Management Plan.</p>	<ul style="list-style-type: none"> • 1 • 2



2020-2021 Phase Three: Comprehensive School Improvement
Plan_09012020_11:14

2020-2021 Phase Three: Comprehensive School Improvement Plan

Russell-McDowell Intermediate School

Pamela Wright

1900 Long St

Flatwoods, Kentucky, 41139

United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

There are six (6) required district goals:

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

The required school goals include the following:

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

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


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

Included are the "Big Rocks" of our Comprehensive School Improvement Plan. In reality, we are constantly monitoring the pulse of our students and our school and writing goals throughout the year.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KDE Comprehensive Improvement Plan for School	Enclosed is our Comprehensive Improvement Plan based on our Gap, Growth, Proficiency, and Transition.	•



2020-21 Phase Three: Executive Summary for
Schools_09012020_11:20

2020-21 Phase Three: Executive Summary for Schools

Russell-McDowell Intermediate School

Pamela Wright

1900 Long St

Flatwoods, Kentucky, 41139

United States of America

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2020-21 Phase Three: Executive Summary for Schools

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

Russell-McDowell Intermediate School is a 3rd-5th grade school in the Russell Independent School system located in rural Northeastern Kentucky. Russell-McDowell (R-MIS) is nestled in the small community of Flatwoods, Kentucky and we take pride in serving and supporting our community. (This is actually a part of our vision statement for our school.) Over the past two years, our enrollment has averaged 515 students. In the current year, 2020-2021, we have had to add an additional teacher to our building as our enrollment has expanded to 530 students. This is especially noteworthy since we are in the midst of the Covid 19 Pandemic. Also important to note is that for the first time in our school history, we have become a school that has a blended learning option. Due to the pandemic, students are given the choice to attend in person or virtual. In addition to this change, the state has forced some school shutdowns due to pandemic numbers and we have had to make the adjustment to a total virtual learning environment. Also because of the Pandemic, it has become even more important for us to serve and support our community. Many of our families have had sick loved ones, have lost jobs, and are struggling with the virtual school environment. Our administrative team, which includes our counselor, has worked with our staff to coordinate supports for our community. We visit homes, provide technology devices, provide wellness checks, and mental health awareness tools. Along with our Family Resource Department, we provide food and clothing and help with other needs as requested. R-MIS is an integral and vital part of our community.

ATTACHMENTS

Attachment Name

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

The acronym for R-MIS's vision statement is C.A.R.E.S. This can be seen throughout our school and in every publication and communication. This CARES philosophy and vision was created with input from all faculty as well as our community stakeholders. NO decision at RMIS is made unless it is supported by CARES. As

stated before, we are a school located in the heart of our community and we believe in giving back to our community. The S in CARES stands for serving and supporting our community. Each classroom is required and expected to complete a community service project. In addition to this, students are given CARES points for completing individual community service projects. In order for students to be leaders in our school, they must first be leaders in our community. This is the same for all of the other components of our vision. Since everything we do relies on our focus on the vision, it would be difficult to sum it all up in the document. Another example, however, would be in the C which stands for Creating a Culture of Respect and Kindness. Our expectations for student conduct is based on the C. This also expands to the conduct among our faculty and staff. It is a non-negotiable that we respect each other and work for the good of our students, school, and community. All of our school expectations are written in the form of students being respectful, responsible and ready. We have numerous programs that support our C vision. Staff distribute CARES cards to uplift each other, students earn cares points for being a CARES student, and many other uplifting and support activities go on throughout the year.

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

Russell-McDowell Intermediate school is a leader in academics in the area. For the past three years, we have been the Governor's Cup Academic Team Champions. We are also a leader in our Science program with students competing at the state level in STLP, robotics, and sumobots. Our district has many Science Olympiad championships and the love of this craft begins at our school with our in-house Science Olympiad competitions that are held each year. During the past two years we have had finalists at the regional Science Fair held at ACTC. Once a month we have "Breakfast with the Arts" where students are given the opportunity to showcase talents that are not necessarily taught at school. We have had ballet performances as well as piano and gymnastics. Our school is the regional spelling bee champion as well. During the next three years, it is our goal to expand our music program. We currently have regular music classes as well as orchestra. We are now integrating the ukulele and the guitar into our curriculum. We have also expanded our use of technology with the goal of every student being one to one. All students are now proficient in Google Classroom and we are constantly expanding our technology resources so that students have the ability to learn both in person and virtually.


. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

Our school is hyper focus on the mental health needs of our students, staff, and community during the time of the pandemic. We have many programs that are coordinated by our school counselor that promote well being--both physically and mentally.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Mission/Vision Statement	R-MIS makes every decision based on our Mission and Vision Statement.	.



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_09012020_11:21

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Russell-McDowell Intermediate School

Pamela Wright

1900 Long St

Flatwoods, Kentucky, 41139

United States of America

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II. Achievement Gap Analysis	5
III. Planning the Work	9
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Russell-McDowell Intermediate School has two gap groups: Economically Disadvantaged and Students with Disabilities

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Russell- McDowell believes that ALL students can learn and will learn. In our C.A.R.E.S. Vision, the A stands for ACADEMIC ACHIEVEMENT FOR ALL. Every teacher and staff member embraces this philosophy and work toward this goal. Every teacher in the building has supports built into the classroom that support academic achievement for all levels of students. Students who are not meeting standards, participate in RTI (Response to Intervention) where they have specific and measurable goals. If a student has an IEP and is in special education, our professionals work diligently with these students to use accommodations and modifications that are allowed per the IEP to even the playing field and help all students achieve at high levels.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Economically Disadvantaged: R-MIS has reduced novice in reading from 19.8 to 13.9. In addition to this decrease in novice, we have increased proficiency in reading from 54.1 to 56.1. In Math, R-MIS has decreased novice from 19.8 to 14.3. R-MIS increased proficiency in Math from 44.8 to 51.3. For students with Disabilities: R-MIS has reduced novice in reading from 40.9 to 24.3. In addition to the decrease in novice, we have increased proficiency in reading from 36.3 to 47.2. In Math, R-MIS has decreased novice from 42.4 to 28.6 and increased proficiency from 28.8 to 41.4.

ATTACHMENTS

Attachment Name

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Based on the previous analysis, both of our GAP groups (Economically Disadvantaged and Students with Disabilities) have shown great improvement in both reading and math by decreasing novice and increasing proficiency.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Both GAP groups have made great progress in reading and math and have met goals that were set by the state and school. The students with disabilities, in particular, has far exceeded all goals. While our economically disadvantaged group has met goals and shown improvement, this will be our main focus since the improvement show is not as significant as the improvement show in our students with disabilities. The students who are economically disadvantaged represent almost half of our school population at 49%. In part this data shows that the goals that our special education teachers have set for our students with disabilities are accurate and the work that teachers and students are doing toward the goals is working. The large population in the economically disadvantaged group shows the need for all regular education teachers to strengthen their work in the classroom. Explicit direct Instruction needs to strengthen, differentiation needs to strengthen, and a focus on teaching to proficiency for all students needs to strengthen.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

I feel that we are doing a good job at meeting our benchmarks and moving toward closing gaps. Our trend data confirms this. However, we believe in equal academic achievement for all so we will continue to strive to make improvements. This year our CSIP goal for gap closure is focused on our economically disadvantaged students and using strong classroom instruction and practices to teach to mastery of all. One area that has caused us to not progress as rapidly to completely close this gap is that rapidity at which we became a school with a significant number of economically disadvantaged. In 1997 our school stood at less than 20 percent free/reduced lunch. Due to changing of our demographics and population, we are now at 49 percent. We must continue to work to meet the needs of the community and population we serve.

ATTACHMENTS

Attachment Name

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

All teachers at R-MIS are involved in an ad-hoc committee that is specifically set up as a PLC to close achievement gaps in content areas. The work of these committees is submitted to the school SBDM to discuss and help set policy. The SBDM Committee is made up of faculty and community members. All committee work is shared with the public and input is welcomed. The school also has various communication systems in place where parents can interact and offer suggestions with the policies and procedures at the school. This communication system includes (but is not limited to) email, REMIND, Twitter, Facebook, Newsletters, Conferences, etc. During the past year and all of the changes that the pandemic has brought about, school administration has conducted YouTube and Facebook live announcements and interactive sessions to help the community understand and interact with school policies and procedures. Also instrumental in closing the achievement GAP is our work with our district special education director and our Family Resource Director.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Enclosed is the R-MIS Professional Development Plan. This plan is developed by community and school stakeholders to provide support to the teachers that will create an environment where all students can learn. We look at test score analysis and solicit input from all faculty as to needs in closing our gaps and increasing proficiency in all areas. Teachers participate in a survey as to what should be offered each year. During the 20-21 year, teachers and administrators felt that the following were needed in order to increase student achievement for all students, including our GAP groups: Professional Development will include Instructional technology, Explicit Direct Instruction, Student Engagement Strategies, Math and Literacy Strategies, and (especially because of the pandemic) Mindful and Mental Health Training.

ATTACHMENTS

Attachment Name

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Please see attachment.

ATTACHMENTS

Attachment Name

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.





Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attachment

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 Measurable Gap Goals	Measurable Gap Goals Spreadsheet	<ul style="list-style-type: none"> • III
 Achievement Gap Group Identification	The file contains numbers in the gap groups of R-MIS.	<ul style="list-style-type: none"> • I
 Gap Groups and goals	Detailed description of our two gap groups with specific and measurable goals to be attained during the 20-21 school year.	<ul style="list-style-type: none"> • II.B • II.E • III
 R-MIS Professional Development Plan	After looking at school needs, the professional development plan is created.	<ul style="list-style-type: none"> • II.G



2020-21 Phase Three: Professional Development Plan for
Schools_09012020_11:22

2020-21 Phase Three: Professional Development Plan for Schools

Russell-McDowell Intermediate School

Pamela Wright

1900 Long St

Flatwoods, Kentucky, 41139

United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

Russell-McDowell Intermediate School C.A.R.E.S. by partnering with families and the community to promote academic success, respect and kindness, and leadership qualities in all students. We strive to instill integrity, a life-long enthusiasm for learning, and a strong work ethic; preparing students for local and global citizenship.

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

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

Technology in the Classroom and Instructional Strategies Please see more details that are contained in the enclosed attachment.

ATTACHMENTS

Attachment Name



R-MIS Professional Development Plan

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

Our school goals are found in our vision statement: R-MIS Vision --C.A.R.E.S. C is to create a culture of respect and kindness. A is to achieve academic success for all. R is recognizing leadership qualities in all students and staff. E is encouraging discovery. S is serving and supporting our community. Our top two priorities fall into the category of achieving academic success. Through technology proficiency and strong instructional practice, we will achieve academic success.

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

The first priority need is technology in the classroom. This has been on the needs list for a while but it became the #1 priority need when Covid 19 occurred and we were all of a sudden hit with the reality of doing virtual instruction for long periods of time. We had been providing support for our teachers to receive PD in technology but some of the more seasoned teachers were still resisting. Virtual learning put an end to the resistance and we all had to increase our knowledge of effective instructional technology. The overall goal is for all teachers to be proficient in Google Classroom and Google Meet in order to be able to effectively use this platform with all students during virtual instruction during the 20-21 school year and possibly beyond. The short term changes that had to occur were intense PD training in technology throughout the summer of 2020 for teachers so that when school started in August, all would be proficient in Google Classroom. More long term goals that we are now developing will provide training on various instructional technologies that will enhance the educational experience for students in the virtual learning atmosphere. These include the usage of Nearpod, flipgrid, screen sharing, etc. The Russel Independent Schools Technology Department are searching the most effective uses of our technology and the most effective programs and are offering trainings throughout the 20-21 school year.

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

The intended results are as follows: Number one is always to increase student achievement. In an environment where we cannot count on being face to face for instruction, we must learn the most effective ways to use technology to teach our students. The second and almost equally important outcome is to change educator practices from relying on books and face to face instruction to a technology platform that could very possibly be the way of education far sooner than anyone would have expected.

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

During the pandemic, the #1 indicator that the technology is working is that students are continuing to learn content and mastering content. A big problem that we are having, and everyone across the state and country, is getting students to log into the technology that is provided. For the ones that are, the administrators are joining Google classrooms as students to interact and monitor the effective use of technology. Administrators are doing evaluations this way also so that if there is a specific technology need, it can be addressed.

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

The targeted audience is every classroom teacher as well as instructional assistants that may support students during virtual learning.

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

Students are impacted in that they are able to receive virtual instruction through effective technology resources. Teachers are impacted in that they have tools to deliver effective instruction during virtual learning. Principals are impacted in that they have the responsibility to monitor the learning and its effectiveness.

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

Resources needed are as follows: Computers or other devices that support the technology used to deliver instruction to the students. Recording devices for live events with the students. Time to provide on the job training in the use of

technology. Experts at the school level who can help support teachers when using the technology. Money from the district to buy machines, apps, and pay for technology training.

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

At Russell-McDowell Intermediate School we changed our school policy on committees to include a technology committee. This committee is made up of teachers who have passed Apple Training, Google Training, or who have an instructional technology degree or background. This committee is dedicated to the support of the teachers and the training within the school. These teachers also try new technology resources as to their effectiveness in delivering instruction to the students. If something needs to be purchased, this committee has tried it first and the purchase is based on its recommendation.

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

During the pandemic, the first thing that teachers were required to do was to develop a Google classroom with very specific items that needed to be included in the classroom so that students could have a common platform to use at home. The monitoring of this technology is done by the administrative team who has a code to enter each teacher's online classroom. The additional technology resources that are used for instruction are monitored through observations and check-ins by the administration and feedback is given through either a formal or informal evaluation summary.

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

The second priority need is instructional strategies. R-MIS has specific instructional strategies that have been adopted and are included in our instructional policy. R-MIS administration also communicated the non-negotiables for student learning that are based on the CARES vision. This is included in the attachment. In order for students to be able to implement this goal, they need support and training in three areas: EDI or Explicit Direct Instruction, Engagement strategies or KAGAN structures, and the Teacher Effectiveness rubric based on the work by Charlotte Danielson. In

order to meet this goal, teachers need to be trained in all three areas, training updates need to occur each year, and monitoring needs to occur by the administration to insure that the strategies are being used and being used effectively.

ATTACHMENTS

Attachment Name



R-MIS Professional Development Plan

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

Student outcomes that are expected are that all students will be actively involved in the classroom and will have the opportunity to master the content. At R-MIS, we believe in the philosophy that to truly initiate school reform there needs to be better inputs that will lead to better output. In other words, when we can improve instruction with our teachers, students learn more. By students learning more test scores and mastery of content will naturally go up. KAGAN and EDI are research-based strategies that when combined will maximize student achievement. The Framework for teaching rubric incorporates both of these strategies in that when teachers use them effectively, they automatically score in the accomplished to exemplary range of teacher effectiveness.

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

The indicators of success are: (1) All teachers complete training; (2) All teachers receive the non negotiables and understand that these instructional strategies must be used in our school; (3) Administrators monitor the use of the strategies through formal and informal observations and feedback; (4) Administrators use the Teacher Effectiveness Rubric to provide feedback AND, even more crucial, NEXT STEPS for improvement; and (5) Student learning and engagement is increased so that all students are learning.

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

All teachers at R-MIS.

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

Teachers are impacted in that they will be more effective. Students will be impacted because the input they receive will be effective thus leading to more effective output. Principals will be impacted in that their goal is to ensure that all students are given the opportunity to learn at high levels. The District Leaders will be impacted because the school will be taking care of their students.

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

R-MIS will use the book Explicit Direct Instruction that is a part of Dataworks Educational Research and was used by the Kentucky Department of Education for training of school leaders. Each year, \$1000 will need to be budgeted for this book and any additional materials that may be needed. (By additional materials we mean personal dry erase boards, markers, posters, etc., or anything that is needed for the teacher to implement the strategies in the book.) KAGAN Training is done by the KAGAN corporation and the cost is \$300 per teacher for a two-day training or \$600 for the week training. R-MIS will need to budget \$2000 per year to get all faculty to at least one in-person training. The training on the Effectiveness Framework by Charlotte Danielson is done in-house but each year new books are purchased for the new teachers so \$500 will need to be budgeted.

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

These effective instructional strategies will be modeled in all faculty meetings. Teachers will visit classrooms where the implementation of these strategies is being conducted effectively. Regular and timely feedback will be given to teachers through formal and informal observations.




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

Implementation will be monitored by the professional development records of all staff. Implementation will also be monitored by formative and summative observations that are based specifically on EDI and Student Engagement KAGAN structures. RMIS administration will conduct pop-in, walkthrough, or formal observations weekly.

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

Enclosed is the PD Plan for the 20-21 School year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District PD Plan	The district PD Plan has a copy of the R-MIS needs survey.	<ul style="list-style-type: none"> • 2
 R-MIS Non Negotiables	The R-MIS Non Negotiables are based on the CARES vision of what our school stands for and what we will do for our students. Included in these are the instructional practices that all teachers are expected to adhere to.	<ul style="list-style-type: none"> • 5a
 R-MIS Professional Development Plan	Based on survey data and principal observation, the Professional Development Plan for the school year is approved by the council and submitted to the district.	<ul style="list-style-type: none"> •

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

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

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle school proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. Six</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include time responsible individuals. Progress monitoring that plans are being implemented and an opportunity to determine whether the plan is working.</p>

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle school proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
	<i>Sigma, Shipley, Baldrige, etc.).</i>			

1: Proficiency Goal

Goal 1 Russell-McDowell Intermediate School will increase proficiency in students during the next three years by creating a blended learning plan where all students are considered and all students are provided the resources to be proficient whether they are learning in person or virtual. R-MIS will increase proficiency in students from 85.7 in 2019 to 87 in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: Students will be proficient in blended learning so that math and reading goals can be met.	Students will be trained in how to use the Clever platform to virtual platforms in reading and math.	Students will use the Clever platform and other virtual platforms in the classroom so that when going virtual, students will have a working knowledge of how to complete their work.	The number of students successfully completing work .	Teachers will keep track of students are completing assignments in both Google Classroom and the IC Gradebook.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		All school personnel will be available to help students and families who are having difficulty with the virtual platforms. Staff will not only be available during the school day until 4 p.m., but there will also be a certified teacher available two evenings per week.	Students/parents are able to participate in virtual learning opportunities.	Documentation of student participating in evening sessions and documentation of parent/teacher staff contact.
	Students will use Google Meet to interact with teachers in order to get direct instruction in reading and math during blended learning.	All students will be sent a link to the teachers' Google Classroom account.	# of students who have an active Google Classroom Account.	Teachers will keep a log of students who are participating via Google Classroom.
	Teachers will become proficient in the use of virtual teaching resources in order to provide instruction to students during virtual learning	All teachers will be required to provide direct instruction via Google Meet.	Teachers providing Direct Instruction via Google Classroom	Administrators will monitor teachers' activity via Google Classroom and provide direct instruction.
		Teachers will be provided various Professional Development opportunities designed to increase their knowledge of virtual platforms. There will be surveys conducted by the tech department in order to determine the specific learning needs and professional learning will be provided.	Teachers use a variety of online platforms to meet the learning needs of their students.	Sign in sheets from Professional Development sessions in virtual learning platforms.
	R-MIS Stakeholders will work together to create policy that will focus on helping students reach proficiency during virtual learning.	R-MIS Administration will work with all stakeholders as well as the R-MIS SBDM Council to develop policy that is focused on student learning during blended and virtual learning.	R-MIS Virtual Learning Policy	Minutes of SBDM Meeting
Objective 2 Teachers will use research based instructional strategies	EDI—Explicit Direct Instruction will be used by all teachers.	Teachers who have not been a part of the EDI book study will be provided a book and will participate.	Students will attain higher scores based on proficient and	Administration will monitor EDI during teacher observations

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring
to maximum student learning and proficiency in reading and math.		The EDI lesson plan format of Direct, Guided, and Independent Instruction will be used by teachers so that instructional sequences are scaffolded to meet the needs of all learners.	streamlined teaching practices. Students will learn more effectively by having support during the instructional sequence. Small groups will be used for students who are not able to work independently.	Administration will monitor the instructional sequence during observations.
	Student Engagement	Teachers will be provided professional development in student engagement activities in the KAGAN format. New teachers to the building will be given the opportunity to attend online KAGAN training.	Students are more engaged in their learning.	Administration will monitor the engagement of students during observations.

2: Separate Academic Indicator

Goal 2 Russell-McDowell Intermediate School will increase proficiency in Science during the next three years. R-MIS will increase proficiency from (2019) 44.9 to 46 by the end of the 20-21 school year.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: R-MIS will adopt a school-wide science curriculum to increase consistency in content and to increase proficiency in science content. Proficiency will increase from 44.9 to 46 by the end of the 20-21 school Year.	Teachers will work together to match science content standards to a science curriculum.	Ad-Hoc committees will convene to determine the best science curriculum for our students.	A science curriculum that matches state standards will be adopted and implemented at all grade levels.	Administration will monitor plans and student assessments to determine implementation and mastery of content.
	Teachers will become proficient in the use of the adopted Science curriculum.	Professional Development will be required for all teachers of Science in all grade levels so that teachers can deliver the content from the new resource in an efficient manner.	All science teachers are trained and able to use the new material.	PD Sign-In Lesson Plan Usage Student Mastery
Objective 2: R-MIS schedule students in the STEAM Lab in order to immerse students in Science content that is based on State Standards. Proficiency will increase from 44.9 to 46 by the end of the 20-21 school Year.	All students will be granted equal time throughout the year to visit the STEAM Lab	R-MIS administration with approval from the SBDM Council will develop a schedule that allows all students equal access to the STEAM Lab.	Approved STEAM Schedule.	Monitor the schedule for lab time.
	The STEAM teacher will coordinate with classroom teachers to design units that are based on state standards.	Science teachers will meet twice a year (before school and at mid-year) to coordinate the science curriculum with the STEAM teacher.	Minutes of meetings. Lesson plans that are coordinated.	Administration monitoring plans.

3: Achievement Gap

Goal 3: Russell-McDowell has an achievement gap in Reading in our Economically Disadvantaged students. Russell-McDowell will decrease the achievement gap for Economically Disadvantaged students from (2019) 56.1 Proficiency to 62.1 Proficiency by the year 2022. Currently the GAP is 56.1 to 79 for the non-economically disadvantaged students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: R-MIS will increase proficiency in reading for our economically disadvantaged students from 56.1 to 58 during the 20-21 school year.	EDI will be used in classrooms.	All teachers will be trained in EDI strategies.	100% of teachers who teach reading will have completed the EDI book study and will be required to implement in the classroom.	PD Sign-In Lesson Plans and Observations
		All teachers will be required to use EDI strategies.	All teachers model the use of EDI in their classroom.	Observations
	Two Hour Literacy Block will be required for all students.	SBDM Council will set a minimum of time required for literacy in the instructional policy.	Instructional Policy approved and implemented.	Class Schedules
		The school administration with the support of the SBDM council will approve a master schedule that includes blocks for literacy instruction.	Master Schedule with at least two hour blocks for literacy.	Class and master schedule
	Intentional monitoring of books read.	Students will receive reading goals each nine weeks.	Students read books in their ZPD level and reach goals for the # books.	Use AR Goal reaching reports to determine if teachers are meeting goals and students are succeeding.
		The school librarian will promote reading and literacy programs that enhance the classroom program.	Schedule of school literacy programs that promote reading that the school librarian promotes.	List of students who are participating in literacy programs.
Objective 2: R-MIS will provide supports for struggling students so that our GAP group of	ESS will be provided for struggling students.	STAR Reading reports, Exact Path Reports, and teacher recommendations will be used to refer students to ESS.	Students participate in ESS and their reading levels increase.	STAR reading levels.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring
economically disadvantaged students will increase proficiency from 56.1 to 58 during the 20-21 school year.	Scaffolded Lesson Planning will occur so that small group instruction can take place.	ESS funds will be used to hire a certified teacher to teach ESS two evenings per week.	Log of students participating in evening ESS program.	STAR reading levels.
		Teachers will be expected to use EDI strategies and to scaffold instruction so that it is direct, guided with teacher support, and then independent. The students who are unable to complete assignments independently will work in small groups with the teacher.	Student increase in reading levels.	STAR reading levels and progress on teacher designed assignments.
	Title I Program will be utilized to target students who are struggling to master reading standards.	Title One teacher will support struggling students who are identified for response to intervention.	Specific and measurable goals for struggling readers who are in RTI.	Progress monitoring of RTI.
	A title One instructional assistant will be hired to support the Title one teacher in teaching reading to students in RTI.	Title 1 instructional assistant works with students who are in RTI in reading.	Title 1 Assistant Schedule	

4: Growth

Goal 4: During the 2018-2019 school year, the Growth Percentage was considered Low for R-MIS at 36.4583%. During the next three years and by the year 2022, the growth goal from 36% to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: Reduce novice in reading and math from 10.1 and 9.1 respectively.	RTI or Response to Intervention will be used to target students who are struggling in reading and math.	Students who are struggling in reading and math as determined by performing below the 25 th percentile in reading, math, or both, will receive a specific and measurable goal based on student needs.	Growth will be shown based on the students' goals.	Progress monitoring of the based on the measurable g
		An RTI Teacher will meet with students either one on one or in small groups to work on specific skills and to progress monitor at risk student goals.	Records of achievement from working with RTI teacher.	Reflection and analysis of s goals and the progress ma
	Targeted Tutoring Groups will be used for at risk students during virtual learning times.	Students who are not making adequate progress during virtual learning will be invited to come into the school twice per week to work with a certified teacher.	Improvement in students' grades.	Attendance sheets of stud have been invited to small tutoring based on grades a progress.
Objective 2: Identify students who are in the apprentice category in Reading and Math and work toward proficiency. (21.5 and 25.6 respectively)	EDI strategies will be used to move students from apprentice to proficiency.	Scaffolded learning structures will be used so that students can receive support before working independently.	Students are able to work independently and master content.	Formative and summative assessments. Administrative Observation
		Small group instruction will occur for students who are unable to master the content after a scaffolded lesson.	Small groups will enable students to master content with extra help while the remainder of the class works independently.	Administrative observation Formative and Summative assessments.

Goal 4: During the 2018-2019 school year, the Growth Percentage was considered Low for R-MIS at 36.4583%. During the next three years and by the year growth goal from 36% to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
	Goal Setting in reading and math.	Students, with the help of their teacher, will set goals to proficiency in reading.	Successful goal completion.	Student monitoring of goal
		Students, with the help of their teacher, will set goals to proficiency in math.	Successful goal completion.	Student monitoring of goal

5: Transition Readiness

Goal 5 Russell-McDowell Intermediate School will insure that students who are transitioning to and from our school (into third grade and out to 6th grade) can be successful entering and exiting our school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: R-MIS will provide supports to students who are entering 3 rd grade and exiting 5 th grade for the 2020-2021 school year.	R-MIS will become familiar with the school that are transitioning into.	Students in 2 nd grade at RPS will visit R-MIS at least once in the spring semester to meet teachers and tour the school. Students leaving R-MIS will visit RMS at least once in the spring semester to tour the school, visit with counselors, and gain an understanding of course offerings.	Transition Agendas	Transition Agendas
		School counselors will work together to provide information to parents of incoming and outgoing students at R-MIS.	Newsletters, Facebook Live, etc.	Scheduled events communit the public.
		3 rd grade students will be invited to a back to school night so that they can interact with their teacher.	Promotion of Back to School Night and attendance.	Sign in sheets Parent Surveys
		5 th graders will be invited to a summer Back to School Night to become familiar with RMS	Promotion of Back to School Night	Sign in sheets Parent Surveys
	Objective 2			

6: Graduation Rate

Goal 6: N/A				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1				
Objective 2				

7: Other (Optional)

Goal 7: N/A				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1				
Objective 2				

Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

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

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

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

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