

Phase Three: Executive Summary for Districts 2018-2019

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Russell Independent

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Executive Summary for Districts

Description of the District

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

The Russell Independent school district is located in North Eastern Kentucky. It is located on the banks of the Ohio River and serves two small suburban cities, Flatwoods and Russell, Kentucky. The schools are all located within Flatwoods city limits. The Russell Independent Central Office has been relocated to 908 Powell Lane in Flatwoods, KY. Russell Independent Schools was founded in 1892. Total student population is approximately 2,200 with a staff of 175 certified employees and 227 classified employees. RISD offers educational services to students pre-school to twelfth grade. The ultimate goal of RISD is prepare our students to be college and/or career ready when they leave our district. All of our teachers meet Highly Skilled Educator Status and 100% teach content within their specified area. Specialists such as speech language pathologists, teachers of special education, gifted education, counselors, physical and occupational therapists, and preschool staff provide specialized services to enable students to access the full range of educational services. Home school services are scheduled through our Director of Pupil personnel to meet the needs of students that require such services. RISD consists of 4 buildings that are under the direct supervision of district personnel, Russell High School, Russell Middle School, Russell- McDowell Intermediate School, and Russell Primary School. A fifth building houses the Russell Area Technology Center that is a state run vocational school. The RATC offers services to students of Russell, Raceland-Worthington, and Fairview Independent Schools. While this is a state run facility, the premises are owned by RISD and RATC pays the district for the use of the facilities. There have been some recent school building renovations, and the purchase of a building and renovation project to house all of our District Offices under one roof. We were thrilled to renovate the RATC facility in 2016 which created spaces to include a medical science pathway for students of our community. Additionally, Russell-McDowell Intermediate School was renovated in 2010 and Russell Middle School was renovated in 2012. An Athletic Complex was completed in 2012 as well. These renovations greatly enhanced our facilities. Technology continues to be enhanced in all of our facilities with modern high speed wired and wireless networking. Our HVAC is also computerized to enable the district to be energy efficient and have off site accessibility. Our academics are second to none. We strive to be the best school district in the area with our programs, athletics, arts, academic offerings, etc. to provide the best overall foundation to attract families and students to our district. We are fortunate to be a leader in the area and our reputation of excellence sets us apart in the community. We are constantly seeking ways to contribute to our community. Our superintendent and our principals conduct regular tours of our facilities to prospective families to share what our district can offer their students. We also collaborate with local realtors and businesses to encourage families to look at real estate in our district. We are fortunate to have a 94.20% collection rate of taxes and we are currently at the 82.4% tax rate on each \$100 worth of real estate. The district operates under a budget of approximately \$27.5 million annually. Our population has decreased since the mid 1990's, which has decreased our revenue from the state department through SEEK and it has been further decreased with the unstable economy we have all suffered through with both the state and federal government. Most funding comes from local effort which demonstrates the community's commitment to education. We are continually looking at course offerings that will help meet the needs of our students to be college and career ready. We strive to meet the needs of all of our students to be successful as they

transition to adult life. All students attend RISD at low to no cost due to being a public school institution. We have updated or renovated three of our four schools in the last fifteen years. As a district we have spent close to twelve million dollars on our Intermediate and Middle schools alone. All of the upgrades provide our students a safe and orderly environment that will help meet their needs and assist in providing them a quality education. We have invested over one million dollars to upgrade our Athletic complex to meet Title IX standards and provide a training facility that will be utilized by all of our students, staff, and physical education / health classes. The Russell Area Technology Center was recently updated as well to provide state of the art equipment and space for new career pathways at a cost of approximately one million dollars. We place a great emphasis on student achievement as evidenced within the school improvement plans that correlates with the district plan and reflects the expectations of excellence. The Comprehensive Improvement Plan is developed and revised with stakeholder input. The plan is based on data gathered from various sources (K-PREP, ACT, Classroom Assessments, Study Island, Reading Eggs, ITBS grades 3 and 5, CoGat grades 3 and 6, Exact Path, Rtl, Career and Technical Information, Easy CBD, Lexia Learning, and STAR data) and contains strategies to improve student achievement with an intentional focus on narrowing achievement gaps. The plan is reviewed at least two times annually at board meetings with results being shared with all stakeholders in the school and community. SBDM (School Based Decision Making) councils and staff review components of the School Improvement Plans monthly. In addition, each principal conducts walk-through/formative observations, consistently collects diagnostic information, and documents instructional practices occurring in our schools. The results are discussed at principal and faculty meetings. All monitoring activities are designed to better our schools and improve student achievement. Last year was our third year of implementation of Non Traditional Instructional Days (NTID). While we did not utilize the NTID process this past year, we are proud of our data collected for the 16-17 school year. Russell Independent Schools implemented the Non- Traditional Instruction Plan March 6 of 2017. We calculated 72% of our students completed assignments utilizing technology and 28% completed assignments utilizing work packets that were sent home prior to the NTI Day. We were thrilled to note that our technology integration increased by 30%. Conversely, we noted a 30% drop in paper work packet use for NTID instruction. 100% of our teachers participated and 83.95% of our student's demonstrated mastery/proficiency of the content assigned. We also noted that the % of mastery was higher while utilizing technology compared to paper based packets. We also conducted a survey of parents (92.86% of respondents) and students (7.14% respondents) to gain insight into the perceptions of the NTI Day. Assignments: School work on a typical school day is 6 hours of work. We asked if the amount of work assigned was comparable to work given on a typical school day? 7.14% responded that is was way more than a typical school day. 24.11% of responded that is a little more work than a typical school day. 46.43% responded that it was neither more nor less than a typical day. 5.36% responded that is was slightly less or way less than a typical school day. This information gave us great insight to what we will be able to do differently for our students. After analyzing the thoughts/comments portion of our survey, we noted that frustration levels about the amount of the work as well as the complexity of the work assigned from parents and student perspectives was considerably less than in 2014-2015. Most of the respondents were very favorable of the instruction students received on the NTID instructional day. 90% of responded found that the materials were easily accessible easy to understand, and relevant to the current students. This is an increase of 18% from the year prior. We plan to continue technology integration as a district initiative. Furthermore, in 2016-2017 we created a NTID web page where all four schools housed information and assignments to simplify the process for our families. Technology: When asked if you were given assignments using technology, did you find the material easily accessible, easy to understand, and relevant to your current studies, 90% of respondents noted that was very accessible, 92.5% of respondents found it easy to understand, and 92.66% found the technology assignments relevant to the current studies. In reading the comments about the use of technology, we discovered that classroom teachers who utilize Google

classroom, Study Island, and other Internet Materials regularly had no issues. Furthermore, 96.43% of respondents felt as if the faculty and staff were accommodating or they did not need assistance because the instructions and web page provided the need criteria to complete the assignments. Our goal was to be more diligent is using internet options as part of the regular instruction. We believe that intentional classroom use of technology with students, for responding to assignments, aided in the positive responses with NTID technology use.

Assistance/ Communication: We are very happy to report that 77% of our respondents felt as if the faculty and staff were accommodating if students needed anything from the buildings or access to the teachers for assistance. 19% reported that they did not need any assistance. Most all comments reported in the survey were very positive regarding the experience with NTID. We will continue to work diligently with front end preparations so that our students will have a positive learning experience. We will continue with the district webpage that is designated specifically for NTID communication. We also continue to have parent nights so that parents can become familiar with the platforms the students will be using.

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the district embodies its purpose through its program offerings and expectations for students.

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

Notable Achievements and Areas of Improvement Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years. In past accountability years, we have been labeled a proficient district. Since there are no longer accountability labels, we are proud to share that our students performed in well above state average in all content areas. We have consistently placed in the top of schools across the state and in our region when reviewing our students' proficiency data. All of our schools were awarded the distinction of Other Classification this past year. We were thrilled not to have any of our schools fall into Targeted or

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

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Additional Information

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

A priority focus for our district, led by our Superintendent, is to have a culture where our focus, drive, and motivation is "ALL about the kids". In our district, there is open communication with all stakeholders, we practice transparency in all that we do, and we hold ourselves and our students to a high level of accountability. "One student, one lesson, one day at a time!"

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District Web Page	District Web Page	, , ,