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2022-23 Phase One: Executive Summary for Districts

Russell Independent Schools
Michael Horne
908 Powell Lane
Flatwoods, Kentucky, 41139
United States of America

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Description of the District

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

The Russell Independent school district is in North-Eastern Kentucky. It is located on the banks of the Ohio River and serves two small suburban cities, Flatwoods and Russell, Kentucky. The schools are all located within Flatwoods city limits. The Russell Independent Central Office has been relocated to 908 Powell Lane in Flatwoods, KY. Russell Independent Schools was founded in 1892. The total student population is approximately 2,200 with a staff of 175 certified employees and 230 classified employees. RISD offers educational services to student's pre-school to twelfth grade. The goal of RISD is to prepare our students to be college and/or career-ready when they leave our district. All our teachers meet Highly Skilled Educator Status and 100% teach content within their specified area. Specialists such as speech-language pathologists, teachers of special education, gifted education, counselors, physical and occupational therapists, and preschool staff provide specialized services to enable students to access the full range of educational services. Home school services are scheduled through our Director of Pupil Personnel to meet the needs of students that require such services. RISD consists of 4 buildings that are under the direct supervision of district personnel, Russell High School, Russell Middle School, Russell- McDowell Intermediate School, and Russell Primary School. A fifth building houses the Russell Area Technology Center which is a state-run vocational school. The RATC offers services to students of Russell, Raceland-Worthington, and Fairview Independent Schools. While this is a state-run facility, the premises are owned by RISD and RATC pays the district for the use of the facilities. There have been some recent school building renovations and the purchase of a building and renovation project to house all our District Offices under one roof in 2018. We were thrilled to renovate the RATC facility in 2016 which created spaces to include a medical science pathway for students of our community. Additionally, Russell-McDowell Intermediate School was renovated in 2010 and Russell Middle School was renovated in 2012. An Athletic Complex was completed in 2012 as well. These renovations greatly enhanced our facilities. Technology continues to be enhanced in all our facilities with modern high-speed wired and wireless networking. Our HVAC is also computerized to enable the district to be energy efficient and have off-site accessibility. Our academics are second to none. We strive to be the best school district in the area with our programs, athletics, arts, academic offerings, etc. to provide the best overall foundation to attract families and students to our district. We are fortunate to be a leader in the area and our reputation of excellence set 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 96% collection rate of taxes and we are currently at the 84.9% tax rate on each $100 worth of real estate. The district operates under a budget of

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approximately $31 million annually. Our population has been stable over the last decade which helps our revenue from the state department through SEEK. Most funding comes from the local effort which demonstrates the community's commitment to education. We are continually looking at course offerings that will help meet the needs of our students to be college and career-ready. We strive to meet the needs of all our students to be successful as they transition to adult life.

All students attend RISD at low to no cost due to being a public school institution. We have updated or renovated three of our four schools in the last sixteen years. As a district, we have spent close to twelve million dollars on our Intermediate and Middle schools alone. All the upgrades provide our students with a safe and orderly environment that will help meet their needs and assist in providing them with a quality education. We completed 4.5-million-dollar heating and air renovation on 3 of our 4 schools a few years ago. The Russell Area Technology Center was updated as well to provide state-of-the-art equipment and space for new career pathways at a cost of approximately one million dollars. Currently, we are constructing a $700,000 multi-purpose Athletic Facility. We place a great emphasis on student achievement as evidenced within the school improvement plans that correlate with the district plan and reflect the expectations of excellence. The Comprehensive Improvement Plan is developed and revised with stakeholder input. The plan is based on data gathered from various sources (KSA, ACT, Classroom Assessments, Study Island, Reading Eggs, ITBS grades 3 and 5, CogAT grades 3 and 6, Exact Path, RtI, Career and Technical Information, Exact Path, Easy CBD, Lexia Learning, and STAR data) and contains strategies to improve student achievement with an intentional focus on narrowing achievement gaps. The plan is reviewed at least two times annually at board meetings with results being shared with all stakeholders in the school and community. SBDM (School-Based Decision Making) councils and staff review components of the School Improvement Plans monthly. In addition, each principal regularly conducts walk-through/formative observations, consistently collects diagnostic information, and documents instructional practices occurring in our schools. All monitoring activities are designed to better our schools and improve student achievement. Last year was our seventh year of application of Non- Traditional Instructional Days (NTID) in which we utilized 2 days. While we maintain the NTID process during the Pandemic with all virtual learning and blended learning groups from March of 2020-May of 2021. In years prior to 2020, we documented and collected information regarding our NTI process that assisted our district in making instructional changes with regard to technology and virtual learning. We continue to work diligently with front-end preparations so that our students will have positive learning experiences anytime we need virtual learning options. Google Classroom has become our Learning Management System for both traditional learning and non-traditional learning.

Challenges: In 2020-2021 the lunch waiver helped our community tremendously and continued to assist during the fall of 2021-2022. 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. Beginning 2022-2023, we fell short of the percentage to qualify for free lunch as a district. 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

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practice to meet the demands of 21st-century students. Our staff pursues professional learning opportunities to teach advanced placement and dual credit courses. We also partner with Morehead State University and Ashland Community Technical College for dual credit course offerings for both college and career readiness. We offer credit recovery for those students who need additional assistance to meet state-mandated graduation requirements. Our Family Resource Youth Service Center and Partners in Pride help eliminate barriers for our at-risk population as well. We offer accelerated learning opportunities, intense remediation, home hospital, Alternative School Placement, etc. for our students in order to meet their needs.

ATTACHMENTS

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🔗 District Web Page

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

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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.

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In past accountability years, we have been labeled a proficient district. In the 2018-2019 school year, which was the last true assessment prior to the Pandemic, our High School and Intermediate School received a 4-star rating and our Middle School received a 3-star rating. We were proud to share that our students performed well above the state average in all content areas. We consistently placed at the top of schools across the state and in our region when reviewing our students' proficiency data. Additionally, we hold one of the highest ACT composite scores in our area yearly and we ranked among the top performers in the state. Post-Pandemic our goal is to continue to achieve high proficiency rankings with academic achievements on state assessments. Other areas of notable achievements are the Science Olympiad High School Team has won 11 State Championships, Academic Team at RHS 7 Governor's Cup State Titles, 1 National Quiz Bowl Title and 8 finalist places nationally, 3 National Beta Club Quiz Bowl Champion Titles, as well as many sports successes, and All-State Band and Choir members annually. Our students excel in their extracurricular, curricular, and co-curricular activities. We have fully staffed state-of-the-art STEAM labs located on 3 of our school campuses.

Additionally, Russell Independent has approximately 40 Google Certified Teachers, one Apple Certified Teacher, 14 National Board Teachers, 20 AP Courses offered at our High School, 15 Dual Credit Courses which equal over 100 hours of college credit, and we administer over 200 AP Exams given to students. Each year we have students qualify for the Governor's School Program, Governor's School of the Arts, and the Governor's School for Entrepreneurship. Our Music Programs of Band, Choir, and Orchestra are completed yearly at All-State and have received state and national recognition for music. Our areas for improvement include continued focus to increase students' proficiency in reading and math, closing the achievement gap for our students in Special Education, and supporting students in enhancing their college and career goals. We are implementing the ACE Platform for our ILPs and are excited to see the personal ownership our students develop with this tool. We know that this can and is a powerful tool to guide a student's future plans. Since the Pandemic, our teachers have been working vertically to determine which standards

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were not met last year in each content area so that the current year teachers can work to close knowledge gaps.

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Additional Information

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

NA

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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 are "ALL about the kids" and a developed strategic plan. 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	Associated Item(s)
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2022-23 Phase One: Continuous Improvement Diagnostic for Districts

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2022-23 Phase One: Continuous Improvement Diagnostic for Districts

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts
• Executive Summary for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• The Superintendent Gap Assurance

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• English Learner Plan for Districts (Lau Plan) (Due May 1)
• Professional Development Plan for Districts (Due May 1)
• Progress Monitoring

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

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the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.
    Dr. M. Sean Horne, 8-30-2022

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Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Russell independently utilizes district leadership teams, school teams, and a combination of school and district teams when analyzing data. Our district team is comprised of our Building Level Principals, Assistant Principals, Chief Academic Officer, DPP, DoSE, Gifted and Talented Coordinator, Content Teacher Leaders, and the Superintendent. Our school teams work in grade level or content groups both vertically and horizontally, and in whole school group settings. Our school teams are located at Russell Primary School, Russell McDowell Intermediate School, Russell Middle School, Russell Alternative School, and Russell High School. Additionally, our SBDM councils at each school focus monthly on student data results and work to revise or implement policy to enhance student achievement.

The principals, superintendent, chief academic officer, and the DPP meet in the early fall to review our students' state assessment scores and analyze progress toward goal completion. Schools have been assessing students' prior knowledge to prescribe instruction for the current school year. Principals use the data to monitor

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individual student growth. Additionally, our schools work with data analysis graphs from KASC to disaggregate the state data. The teachers use the information from previous years' testing to track and monitor individual students in their current classrooms as one of the pieces of evidence. We use formative classroom data, interim benchmark data, and other sources to locate gaps in instruction and move forward with grade-level standards assignments and instruction.

Our District Team also meets throughout the year to ensure standards alignment, instructional alignment, and assessment are seamless from class to class, grade to grade, and building to building. Professional Learning is then taken back to the schools to provide support to all content teachers.

Grade-level teams and departments meet monthly at each school to use formative data from class work, exit slips, common assessments, etc. to progress monitor student mastery of content. RTI data teams meet weekly, biweekly, or monthly depending on the needs of the students to progress monitor.

Each grade level or department has a student achievement coach and teacher leader who sets agendas and meetings. The student achievement coaches meet with the building principal at a minimum of one time per month and then meet with grade-level teachers or departments a minimum of one time per month.   All meetings are documented through agendas, minutes, emails, etc.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

During the 2021-2022 school year, our proficiency goal was to ensure students were demonstrating mastery of grade-level standards in reading and mathematics by line item analysis, common assessments, web-based tools, and benchmarks on district instruments.   Our elementary school almost made the cut-off for a high performing elementary in the areas of reading and math and our middle school and high did meet the cut-off for high-performing schools in the areas of reading and math. Additionally, none of our schools had a federal classification meaning all of our sub-group populations performed very well compared to other schools across the state.

Our separate academic Indicator was our second goal. During the 2021-2022 school year, our proficiency goal was to ensure students were demonstrating mastery of grade level standards in science, social studies, and writing by reviewing class work samples used in scoring, school-wide prompts, feedback, AI scoring with web-based tools, tracing results in social studies and science, using TCT's, and mastery of standards using IDM that lead to critical thinking and students analyzing the world around them. Our elementary school almost made the cut-off for a high-performing elementary in the areas of science, social studies, and writing and our middle school and high did meet the cut-off for high-performing schools in the areas of science, social studies, and writing. Additionally, none of our schools had a

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federal classification meaning all of our sub-group populations performed very well compared to other schools across the state.

Our graduation and post-secondary readiness goals were of utmost importance to our district and we put many measures in place to make sure we could achieve our goals.   Our graduation rate was an amazing 98.9 which rated our high school in the very high category of blue. Our post-secondary readiness indicator showed a significant increase from the 2018-2019 year in the area of career ready. Our career number doubled from 2 years prior and even through the Pandemic. We only missed the very high rating by .6 points. Our school has always had significantly strong ACT scores. In 2019-2020, the year of the Pandemic, our school fell to 18.5. The first time our school has ever had a score below 19.8. In fact, our school has ranged between 20 and 22 for almost 20 years. We were thrilled to see this score on the rise once again. We had a composite score of 19.1 this year.

We are thrilled to be able to move forward with revised goals to ensure excellence for our students.

Trends

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

Example of Trends
• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

In past years we have noted proficiency with free and reduced lunch students and special needs populations continue to be an issue. In past years students in those demographic areas continued to have a significant number of students scoring novice and apprentice. We were very proud that in the 2018-2019 year our free and reduced populations performed well and our special education population at our Intermediate School closed the gap with performance in reading and math and did not have a significant gap. However, since the Pandemic, we saw a decrease in proficiency with our special education population and our economically disadvantaged students during the 2019-2020 school year. We are pleased to report the area of free and reduced lunch students was not as significant during the 2021-2022 state assessment. Special Education continues to be a concern for us even though none of our schools yielded a TSI classification.

With that said, we will continue to target those subgroups since those are the two subgroups that need the most intervention in our district.

In the past, the following have been used to address these areas:

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Researched-based instructional practices and assessments

- Response to Intervention Teams
- Exact Path for progress monitoring
- High-quality professional development

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

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

Current State

4. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• 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 rate was 84% for the 2021-22 academic year
• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Due to COVID-19, we were unable to participate in our state assessment or local-level performance assessments to gauge mastery of standards in 2019-2020.

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However, even during Covid we were able to assess 95% + of our student population during the 2020-2021 state assessment. Even though that assessment was a condensed version of previous assessments, we felt that we could still gauge mastery of content and use the data to inform instructional decisions which we did to inform our instruction for the 2021-2022 school year. Our teachers and schools are currently in the process of assessing the current state of knowledge of our students and working toward closing gaps in understanding and mastery of content.

Below is a graph of our 20-year history of ACT scores. We have only scored below 20 three times in 20 years. 2021 was due to the Pandemic. Our score this past year was higher than the state and national average. However, we plan to return to our tradition of our composite score of 20 or higher.

After reviewing our 2018-2019 state KPREP assessment data, our percentage of proficient and distinguished in reading increased at our High School. Our elementary students combined proficiency and a distinguished score of 68.4% compared to 69.5% the previous year in reading. Our middle school reading scores showed decreased slightly with a score of 67.5% compared to the previous year at 72%. Russell High School saw an increase in 2018-2019 reading from 58.8% to 61.7%. Our math scores yielded significant gains due in part to the full implementation of our K-8 vertical alignment initiative. Not only did we see increases from year to year, but we also noted even more significant gains with the same groups of students' longitudinal data. Proficiency at Russell High School was 64.4% compared to 2017-2018 data at 47.9%. We were most proud of our Special Needs population at Russell McDowell Intermediate School. This subgroup did not reflect a significant gap for our intermediate students.   On-demand writing continued to be a district focus. Russell McDowell Intermediate School yielded an increase in On-demand for the 2018-2019 year with proficiency and distinguished percent of 51.3% as compared to the previous 2017-2018 score of 45.7%. Russell Middle school yielded a decrease in student performance with proficiency and distinguished score of 34.5 % as compared to the previous 2017-2018 score of 58%. Russell High school had a slight decrease from 71.1% in 2017-2018 to 66.7% in 2018-2019 for proficient and distinguished students.   In researching our assessment data from 2011 to 2018, we noticed that our proficient and distinguished data had not varied greatly from year to year in reading and the average is around 68% in elementary, 69% in middle, and an ACT Reading composite of 21 in high school. In mathematics, we averaged 57% proficient and distinguished at the elementary level, 55% at the middle school level, and an ACT mathematics composite of 21.4 at the high school level. Additionally, each year we identified which students had not met benchmark on ACT and worked with those students so that they may be able to meet benchmark on the KYOTE exam as a senior. We were very proud of all our schools' free and reduced lunch subgroup performances in 2018-2019 as this demographic did not show a significant gap in performance compared to the non-SES demographic group. Our graduation rate was a stellar 99.1% and our student attendance for the year was on average 96% for the year.   In 2019-2020 our advanced placement course completion rate was 95.7% with 155 out of 162 students taking those courses. Our gifted and talented percentage was 22.8%, 46.4% of our students are economically disadvantaged, and 93.7% of our students did not have any behavior events.   Additionally, we have two

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school resource officers that work with all our schools daily. For the 2020-2021 year, 88.97% or 192 out of 216 students completed Advanced Placement Coursework. Our gifted and talented percentage was 19.9%, 46.3% of our students were economically disadvantaged, and 95.9% of our students did not have any behavior events.   Our two school resources officers continued to work and support our students and families during this Pandemic.

For the 2020-2021 Pandemic testing year, our state assessment scores dropped dramatically. Our elementary reading score for proficiency was 45.8% or 22.6% decrease, Mathematics was 43% or 22.4% decrease, science was 21.5% or 23.5% decrease and on-demand writing was 37.4% or 13.9% decrease.   Our middle school student's proficiency scores were 51.8% in Reading or a 15.7% decrease, 37.2% in mathematics, or a 20.8% decrease, 19.4% in science, or 13.7% decrease, and 58.9% in on-demand writing or positive increase of 24.4%. On-Demand Writing at RMS was the only area in which we saw an increase in student scores. Russell High School's proficiency was 47.8% in Reading or a 19.9% decrease, 41% in Mathematics, or a 23.4% decrease, 33.1% in science, or an 18.1% decrease, and 58.3% in on-demand writing 8.4% decrease. 2020-2021 showed that our special education population and our economically disadvantaged student population did not perform as well as compared to all students with our special education students showing the greatest gap in state assessment.

Post-Pandemic, for the 2021-2022 school year all of our schools showed significant growth. While we cannot compare the percentages to those prior to 2020 due to new cut scores for NAPD, we do know that our students performed exceptionally well as evidenced by the percentage of proficient and distinguished students in all areas as compared to other schools across the state. Additionally, our students' free and reduced population increased in proficiency. See the chart below.

School	Reading % P/D	Math % P / D	Science % P/D	Social Studies % P/D	Combined Writing % P/ D
RMIS	53	48	33	49	43
RMS	48	42	26	39	41
RHS	60	56	18	48	45
2003	22		2013	20.3	
2004	21.8		2014	20.8	

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2005	22	2015	21.7
2006	21.7	2016	21
2007	21.5	2017	21.3
2008	20.3	2018	20.6
2009	20.1	2019	21.5
2010	19.8	2020	20.6
2011	20.7	2021	18.5
2012	20.2	2022	19.1

Priorities/Concerns
5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

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

Due to COVID-19, we continued with the current priorities and concerns since we were not able to fully complete and assess the instructional concerns for the 2021-2022 school year.

In previous years, Russell Independent placed an intentional focus on On-Demand Writing in the 2016-2017, 2017-2018, and 2018-2019 school years. We noted some increases in our students' performance with on-demand writing in 2018-2019 at our elementary level, but our middle school and high school scores did not yield as high as last year. However, our middle school showed an increase in on-demand writing with a 24.4% increase during the Pandemic as our elementary school and high school showed a decline during the Pandemic. Our writing scores are still not at the level we would like for them to be so writing will continue to be a district focus for the 2021-2022 school year. Russell Independent also has been intentional with our focus on mathematics instruction and vertical alignment. Our elementary math trend for proficiency over the past several years was: 59.8, 61.8, 60.8, 57.9, 58.2,

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57.7 65.4 prior to the Pandemic.   Our middle school trends were: 44.7, 52.8, 53.9, 56, 51.2, 58.8, and 58. Our high school Algebra II trends were: 54, 58.3, 66, 64.7, and 57.7 from the End of Course Assessments. Our ACT Math scores averaged around 20 each year +/-. We began standards alignment work in November 2016. Since then, our district has had an intentional focus on a comprehensive K-8 math alignment initiative. We have met in vertical teams to continue an analysis of our practice and student performance in mathematics. We attended professional learning opportunities and studied researched-based practices in mathematics. Our high school mathematics Algebra 1, Algebra 2, and Geometry teachers continue to work to better align instructional practice with Kentucky Academic Standards. In 2022 we purchased new instructional resources for our high school. Our elementary and middle schools are scheduled to adopt new instructional resources for the 2022-2023 school year. Additionally, our staff has worked to develop criteria to assist student placement in honors courses. The building principals continue to place a high priority on finding the best teacher fit for mathematics instruction to ensure students are receiving high-quality instruction. We have continued alignment work to Kentucky Academic Standards for instruction in all content areas and are working towards meeting post-secondary readiness standards. The district leadership teams continue to utilize specific writing philosophies that are K-12 to ensure instruction is approached authentically and to give a common language and approach to writing. Additionally, since our last purchase of a K-8 mathematics series 6-years ago, we have ensured job embed professional learning for our blended math approach. We adopted new Reading materials in grades K-8 in 2019 and 9-12 in 2021 that utilize a blended approach to reading instruction and incorporate solid reading strategy practices. Reading teacher teams continue to align instructional practice by developing units based upon KCAS/Common Core standards in reading. For the 2020-2021 school year we purchased Pearson Social Studies for grades 5-high school so that our instruction is aligned with the new Social Studies Standards and the C-3 Framework to ensure IDM authentic practice. Pearson contracted with Dr. Kathy Swan to be the Social Studies program, consultant. She is a professor at the University of Kentucky, was at the forefront of the C3 Framework for Social Studies, and led professional learning for Kentucky teachers including two teams of our teachers with the local KY Cooperatives for inquiry-based teaching approach to Social Studies.   All our teachers utilize Common Core Checklists for lesson planning and aligning activities to the deconstructed standards to ensure the depth of the standard is being taught. Our teachers work diligently to meet the individual needs of students with our reading and math practices. Each school has a system in place for monitoring the progress of our students in Tiers 2 and 3 interventions. Additionally, we are utilizing specific programs to ensure our students will meet benchmarks for Post-Secondary Readiness components. We have also been working closely with our Area Technical Center to provide students with career pathways that are in high demand across our area.   Our special education population in our district averages around 14%. District and school teams are continually working to better meet the needs of this population of students.

Teachers in our district are working to analyze gaps in learning so that they can be prescriptive in their teaching and instruction. We have also hired intervention teachers to work with groups of students to help them have a successful school year. CERT has been purchased to assist our high school teachers and students with

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interim benchmark assessments so that students will be academically ready to meet college benchmark requirements. We are also concerned about the social and emotional welfare of our students. Our trauma-informed teams are working at the school level to address the needs of our students and families.   For the 2022-2023 school year, we are redesigning schedules and courses to better meet the needs of not only our special needs populations and at-risk populations but our enriched students as well. Our special needs population novice numbers are referenced in the chart below for each content area. If there were not 30 in the building in that sub-group population then no data is reflected and noted as SD.

Novice Percentages for students with a disability	Russell-McDowell	Russell Middle	Russell High
Reading	30	54	SD
Math	36	57	SD
Science	4	SD	SD
Social Studies	26	SD	SD
Combined Writing	48	SD	SD

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

It is without question that the Pandemic has played a significant role in the decline of our ACT test scores. However, our scores are now showing an increase again. See the chart below. Additionally, our fall test score data of seniors taking the ACT is further confirmation that our scores will continue to improve.

Our overall proficient and distinguished scores in reading, math, science, and on-demand continue to have always been well above state averages.

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During the 2018-2019 school year, RHS Reading 61.7% State 44.5%, RHS Math 64.7% State 35.3%, RHS Writing 66.7%, State 50.3%, and RHS Science 51.2% State 29.9%. Our graduation rate was a remarkable 99.1% in 2018-2019 and 98.4% in the 2019-2020 year. For the 2021-20122 school year our graduation rate was an outstanding 98.9.   We offer 10 Dual Credit classes and over 21 AP courses with some alternating years. Russell High School boasts an active JROTC program and can offer 6 career pathways through our partnership with the Area Technology Center. RHS missed a 5 Star rank by .2 of a point in 2018-2019. We scored an overall 78.8% and 79% was required for a 5 Star Rank. For the 2021-2022 year, RHS missed the highest rating of blue by 1.4 points. Our middle school and our intermediate school also well outperformed the state average in reading, math, writing, science, and social studies during the 2018-2019 year.   Additionally, we did not have any significant gaps at our intermediate school in special education. Our middle school and the intermediate school earned incredibly high scores in reading and math with a proficiency indicator score at RMIS of 85.7 and a score of 81 at RMS. Due to the Pandemic, our special education population suffered from the virtual learning style of teaching. During the 2018-2019 school year, there was not a significant gap in performance with our Free and Reduced Lunch population as compared to peers that did not receive assistance. Even during the Pandemic, our students with low socio-economic status still performed well compared to all peers. Their performance was slightly lower than in previous years, but all students' performance was significantly lower than ever before.

 For the 2021-2022 school year, we are incredibly proud of both our high school and middle school with green ratings this year. Additionally, we are very glad of our elementary schools' rating as they only missed a green status by 1.2 points. We are thrilled with all of our schools' performances and there is much that we can celebrate. We have had a strong tradition of excellence. Our goal is to recover from this Pandemic and continue our path of excellence.

2003	22	2013	20.3
2004	21.8	2014	20.8
2005	22	2015	21.7
2006	21.7	2016	21
2007	21.5	2017	21.3
2008	20.3	2018	20.6

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2009	20.1	2019	21.5
2010	19.8	2020	20.6
2011	20.7	2021	18.5
2012	20.2	2022	19.1

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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.

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

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We are committed to analyzing gaps in student learning and creating instructional pathways for all students to become successful. We have intervention teachers at all levels, are currently assessing where students' knowledge base is at the start of school, and are working to place students with teachers and in courses so that they can be successful. We are planning on going interim assessments to gauge student success. We have purchased a number of programs to assist our teachers with appropriate instructional content and delivery options.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: District Assurances_08302022_15:12

2022-23 Phase Two: District Assurances

Russell Independent Schools
Michael Horne
908 Powell Lane
Flatwoods, Kentucky, 41139
United States of America

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2022-23 Phase Two: District Assurances
Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district 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.

District Assurances

The district hereby ensures that the FY 2022-2023 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- **Yes**
- No
- N/A

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: District Safety Report_08302022_11:48

2022-23 Phase Two: District Safety Report

Russell Independent Schools
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2022-23 Phase Two: District Safety Report
District Safety Report

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

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

SBDM Policy 14.04

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

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

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further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) 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, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

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

Yes

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7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

8. Was each school's emergency plan reviewed following the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

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

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

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

10. During the first 30 instructional days of the <u>current</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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

Yes

11. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

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

Yes

12. 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

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Russell Independent Schools

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive District Improvement Plan_08302022_11:46

2022-23 Phase Three: Comprehensive District Improvement Plan

Russell Independent Schools
Michael Horne
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2022-23 Phase Three: Comprehensive District Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

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

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Russell Independent will work to meet all of the goals set forth by this Comprehensive Improvement Plan.

Goal 1: During the 2022-2023 school year, Russell Independent will continue to increase proficiency scores in the areas of reading and math for all groups as measured by year-to-year proficient and distinguished student scores in elementary, middle, and high school. Our current indicators scores are 68.9 for our Elementary, 68.7 for our Middle School, and 75.3 for our High School.

Goal 2: During the 2022-2023 school year, Russell Independent will increase proficiency in the areas of Writing, Science, and Social Studies as measured by year-to-year proficient and distinguished student scores in elementary, middle, and high school. In the 2021-2022 school year, Russell McDowell Intermediate School's indicator score was 65.7, Russell Middle School was 57.7, and Russell High School was 57.9.

Goal 3 Achievement Gap: Russell Independent plans to decrease the number of Economically Disadvantaged and Students with Disabilities scoring novice and apprentice based on KDE Delivery Targets by 12/30/2023 as measured by State Assessment Results.

Goal 4: We have less than 10 ELL students in the district so we do not have any reportable data

Goal 5: During the 2022-2023 school year, Russell Independent will increase work to improve the Quality of the School Climate as measured by year-to-year indicator scores in elementary, middle, and high school.   In the 2022-2023 school year, Russell McDowell Intermediate School's indicator score was 75.8, Russell Middle School's was 70, and Russell High School's was 63.8.

Goal 6: During the 2022-2031 school year, Russell Independent will increase the number of students who are transition ready. Our current indicator score based on 2021-2022 state testing is 94.7.

Goal 7: During the 2022-2023 school year, Russell High School will work to continue excellence with graduation rates averaging 98.% from year to year. Our 4-year rate in 2021-2022 was 98.9 and our 5-year rate was 98.3.

ATTACHMENTS

Attachment Name

📄 Goals 22-23

Operational Definitions

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

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

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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, Baldridge, etc.*).

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](#)

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

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 seven (7) required district goals:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness
• Graduation Rate
• Achievement Gap

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Goals 22-23		•

Russell Independent Comprehensive District Improvement Plan

2022-2023

State Assessment Results in reading and mathematics

State Assessment Results in science, social studies and writing

Achievement Gap

English Learner Progress

Quality of School Climate and Safety

Postsecondary Readiness

Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1: During the 2022-2023 school year, Russell Independent will continue to increase proficiency scores in the areas of reading and math for all groups as measured by year to year proficient and distinguished student scores in elementary, middle, and high school. Our current indicators scores are 68.9 for our Elementary, 68.7 for our Middle School, and 75.3 for our High School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All students will demonstrate a proficiency in reading and mathematics by 12/30/2023 as measured by performance in Reading and Mathematics on the Kentucky State Assessment by demonstrating measured gains in student achievement from year to year comparisons.	Russell Independent will analyze formative and summative assessments to make informed decisions regarding curriculum alignment and instructional strategies to meet the needs of all learners.	Teachers will continually use data collection from a variety of sources to make informed decision about instructional practice and meet the needs of individual students. This will be evidenced through department meetings, one on one conversations with administrators, and teacher data collection records.	Line Item Analysis, Common Assessments, Progress on district benchmark instruments and web-based tools, etc	Periodic Moments through the Year	20,000
		Teachers will monitor student progress and provide needed interventions to students who qualify as Tier 2 or Tier 3 on our district approved RTI procedures.	Exact Path, Amira, STAR Early Literacy, CERT	Periodic Moments through the Year Monthly MTSS SWAT analysis	30,000
		Schools will work towards horizontal and vertical alignment of common core standards to ensure students will gain mastery in common core subjects. Teachers will work within departments to align curriculum using the common core check sheets in daily planning, align study guides and assessments to the standards, and track and monitor student progress towards standards mastery. This will be evidenced through lesson plans, Student	This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, and conversations with building principals. Additional resources will be purchased to assist teachers through curriculum funds.	Periodic Moments through the Year	5,000

Goal 1: During the 2022-2023 school year, Russell Independent will continue to increase proficiency scores in the areas of reading and math for all groups as measured by year to year proficient and distinguished student scores in elementary, middle, and high school. Our current indicators scores are 68.9 for our Elementary, 68.7 for our Middle School, and 75.3 for our High School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Achievement Coach Meetings, department meetings, and conversations with building principals			
Objective 2					

2: State Assessment Results in science, social studies and writing

Goal 2: During the 2022-2023 school year, Russell Independent will increase proficiency in the areas of Writing, Science, and Social Studies as measured by year to year proficient and distinguished student scores in elementary, middle, and high school. In the 2021-2022 school year, Russell McDowell Intermediate School indicator score was 65.7, Russell Middle School was 57.7, and Russell High School was 57.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell Independent plans to continue a district and school level focus for writing from moving students out of novice and apprentice to proficiency by 12-30-2023 as measured by state assessment results with increases at all levels.	1)Teachers will teach writing integrated into daily content area lessons for a variety of audiences, purposes, and writing that promotes independent thinking using Kentucky Academic Standards, aligned vertically and horizontally, promoting experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences. Specific writing instruction using the 6+1 Traits will be taught daily. We will also transition to computer-based writing assignments and assessments.	Multiple opportunities will be provided for students to develop complex communication skills for a variety of purposes. • Opinion/argumentative to support claims • Informative/explanatory texts • Narrative to develop real or imagined experiences or events • Writing is for a variety of audiences Additionally, students need a variety of opportunities both inside and outside the classroom to grow in speaking, listening, and writing skills. Our school will provide these kinds of opportunities. Some of the opportunities but not limited to are: • Breakfast with the Arts • Communication Day • Peer-Tutoring • STLP Activities • Essay Contests • Technology Showcase • Family Nights	Class work samples scored using live scoring School wide prompts and scoring Feedback provided to students and growth on next pieces of work Artificial Intelligence Scoring with our Pearson Writing Program Writing and Language Skills measured for growth using No Red Ink at grades 6-12 and CERT grades 9-12	Writing strategies will be documented in lesson plans. Students will use the writing strategies to answer content related questions. Writing standards will be posted for instruction for both oral and written communication skills. Teachers will use 6 + 1 Traits Rubrics to guide instruction in Writer's Workshop. Teachers will use common assessments from ELA instructional resources K-12. Teachers will utilize our district developed template for on-demand across content areas.	250,000

Goal 2: During the 2022-2023 school year, Russell Independent will increase proficiency in the areas of Writing, Science, and Social Studies as measured by year to year proficient and distinguished student scores in elementary, middle, and high school. In the 2021-2022 school year, Russell McDowell Intermediate School indicator score was 65.7, Russell Middle School was 57.7, and Russell High School was 57.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Plays • Student Leaders • CARES Leaders • Chick-fil-La Leaders			
	2) Teachers will conference with students on authentic writing pieces including opinion/argumentative, informational/explanatory, and narrative using the 6 + 1 Traits Rubric. Intentional time will be scheduled within the instructional day for writing instruction and experiences.	A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials. Students will be provided appropriate resources driven by various instructional purposes with different audiences for the student to consider. Teachers will present instructional strategies and models that assist in achieving specific learning objectives A variety of technological tools will be used in the writing process. 1. Students will be able to evaluate or communicate using critical thinking skills. 2. Students will be able to seek a new or deeper	Class work samples scored using live scoring School wide prompts and scoring Feedback provided to students and growth on next pieces of work Lesson plans reflect differentiated strategies will be used to reach all students and exemplars will be used to model writing for students	Writing strategies will be documented in lesson plans. Students will use the writing strategies to answer content related questions. Writing standards will be posted for instruction for both oral and written communication skills. Teachers will use 6 + 1 Traits Rubrics to guide instruction in Writer's Workshop. Evidence shown in student work will show use of 6 + 1 Traits rubrics. Teacher plans will show evidence of mini lessons that are based on results of conferencing with students. Writing growth will be shown in the students' writing over time pieces of work and oral presentations.	

Goal 2: During the 2022-2023 school year, Russell Independent will increase proficiency in the areas of Writing, Science, and Social Studies as measured by year to year proficient and distinguished student scores in elementary, middle, and high school. In the 2021-2022 school year, Russell McDowell Intermediate School indicator score was 65.7, Russell Middle School was 57.7, and Russell High School was 57.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		understanding based on inquiry around a topic. 3. Students will be able to demonstrate new understanding through collaborating, creating and making global connections.		Students will be provided consistent and timely feedback throughout the writing process to guide and improve students' writing skills.	
	3)Teachers will teach the specific characteristics of an On Demand. Students will learn the difference between passage based and stand-alone prompts and the time frame's that they are given to respond. On Demand style prompts practiced each month with feedback given to students.				
Objective 2 Russell Independent plans to continue a district and school level focus for social studies and science utilizing TCT formats for science and Inquiry IDM models in Social	2) Russell Independent will analyze formative and summative assessments to make informed decisions regarding curriculum alignment and instructional strategies to meet the needs	Schools will work towards horizontal and vertical alignment of social studies and science standards to ensure students will gain mastery in these subjects. Teachers will work within departments to align curriculum using the common core	Students work over time shows an increase in understanding of the standards. Data Tracking Results and TCT scores show	This will be evidenced through lesson plans, Student Achievement Coach Meetings, department meetings, district level team meetings, and conversations with building principals. Feedback given to students on work	0

Goal 2: During the 2022-2023 school year, Russell Independent will increase proficiency in the areas of Writing, Science, and Social Studies as measured by year to year proficient and distinguished student scores in elementary, middle, and high school. In the 2021-2022 school year, Russell McDowell Intermediate School indicator score was 65.7, Russell Middle School was 57.7, and Russell High School was 57.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Studies so that students will master the content and move from novice and apprentice to proficiency by 12-30-2021 as measured by state assessment results indicator scores.	of all learners in the areas of Social Studies and Science.	check sheets in daily planning, align study guides and assessments to the standards, and track and monitor student progress towards standards mastery.	mastery of standards and IDM in Social Studies will lead students to be able to think critically and analyze the world around them.		
		Teachers will continually use data collection from a common Social Studies Assessments, Common Science Assessments, TCT data, and formative data to make informed decision about instructional practice and meet the needs of individual students.	Students work overtime shows an increase in understanding of the standards. Data Tracking Results and TCT scores show mastery of standards.	This will be evidenced through department meetings, district level meetings, one on one conversations with administrators, and teacher data collection records. Feedback given to students on work	0

3: Achievement Gap
Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell Independent plans to decrease the number of Economically Disadvantaged and Students with Disabilities scoring novice and apprentice based on KDE Delivery Targets by 12/30/2023 as measured by State Assessment Results.	Students who qualify for MTSS under our district guidelines will receive Tier 2 and 3 Interventions in order to help them improve reading and math proficiency as measured by the summative performance of state assessment scores from novice to the minimum of apprentice. Additionally, students with an IEP will be given high quality instructional supports as defined by their IEP to level the playing field and ensure their success.	Students will be provided with supplemental site word recognition and fluency skills to assist them in becoming better readers. Teachers will utilize ELA and Math Instructional resources at grade levels 3-8 to target Reading Common Core Standards for proficiency and Math Common Core Proficiency. We have an aligned K-8 math blended series approach and are in the process of a new Text adoption for the 2023-2024 school year. Teachers spend one hour to an hour and a half on mathematics core instruction daily. The individualized personal trainer provides additional support on targeted skills specific to each student. At RPS Reading Eggs and Amira will be implemented. At the High School level, Edmentum Courseware and CERT will be implemented to target and address proficiency issues within ELA and Math standards. We recently purchased aligned reading series K-8 that supports blended learning and instructional practice. Additionally, ACT Academy, KYOTE, and Plato resources and assessments will be utilized for grade 11 and grade 12	Marie Carbo, Reading Eggs, Study Island, Exact Path, Plato Courseware, Star Assessment in Reading, IRead K-2, Amira, CERT,Formative Class Data, etc	Yearlong Monitoring	45,000 Edementum products, 5,000 STAR, and $315 Marie Carbo HMH I Read part of the Reading Adoption 250,000 Amira 30,000 CERT 10,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students not meeting benchmark on ACT. IXL is also used at RHS to assist with our FMD population. Exact Path is used to benchmark progress 3 times per year in grades K-8. STAR Literacy is used K-5 as an interim assessment. Reading Eggs and Exact Path are used by our district special education teachers to improve mastery of student skills related to reading standards.			
		The students scoring in the lowest 20% of first grade in reading qualify for Reading Recovery. Some students receive one- on -one instruction and other students receive small group instruction. The instructional period last for 20 weeks. The strategies and intensive intervention is designed to assist students with becoming on grade level by the end of first grade. At Russell Primary RISE groups are formed to support additional reading instruction to all students identified as needing MTSS Tiers 2 and 3.	Evidenced by the Reading Recovery Benchmarks and release from the program. Additionally, student profiles are tracked through high school to ensure success of the program and measured by student proficiency.	Daily, Weekly, Monthly	131, 500
		Students will be provided with additional support via Title I para professionals, Title Teachers, and resources to help improve reading and math skills so that students will be able to reach proficiency in grades K-8.	Formative and summative student performance, Exact path data, STAR data, monthly Title meeting, etc	Monthly	397,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					
Objective 3					

4: English Learner Progress

Goal 4: We have less than 10 ELL students in the district so we do not have any reportable data					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Russell Independent will ensure that all ELL students are provided the resources necessary to become successful students as measured by there ELL state performance.	Russell Independent uses a variety of Instructional resources and provides one of our high school teachers to assist our students. Russell Independent also provides an ESL instructional assistant to aid students in understanding and work completion. Students not only work on assignments but they also work through Rosetta Stone.	Monitor progress weekly on assignments.	Growth on assessments, student work samples, and teacher observations.	Monitor progress weekly.	50,000
Objective 2					

5: Quality of School Climate and Safety

Goal 5: During the 2022-2023 school year, Russell Independent will increase work to improve the Quality of the School Climate as measured by year to year indicator scores in elementary, middle, and high school. In the 2022-2023 school year, Russell McDowell Intermediate School indicator score was 75.8, Russell Middle School was 70, and Russell High School was 63.8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell Independent will ensure that all students are provided the resources necessary to ensure that students feel safe and have a positive experience at Russell Independent.	Russell Independent will analyze data and adjust accordingly to provide variety of resources to assist our students.	Our SRO's engage with staff and students on a daily basis to ensure students are safe and protected. Our FYRSC also assists with needs for students and their families. We have employed mental health professionals and partnered with counseling agencies to address students with profound mental health needs. Our school counselor's main priority is to assist students on a wide variety of issues. We are working to revise our MTSS to better support our staff and students. Our teachers receive training annually in SEL. We are also utilizing Character Strong in grades K-8.	Success will be measured by perception surveys, questionnaires, antidotal notes, etc to aid our district in meeting the needs of our families.	Month MTSS District/School Meetings	10,000
Objective 2					

6: Postsecondary Readiness

Goal 6: During the 2022-2031 school year, Russell Independent will increase the number of students who are transition ready. Our current indicator score based on 2021-2022 state testing is 94.7.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell Independent will increase postsecondary readiness scores for students who are college or career ready by 12/30/2023. Currently our Indicator score was 94.7. We would like to increase to increase both academic readiness and career readiness at the high school as measured by ACT, KYOTE, CERT benchmark assessments as well as increase enrollment in pathway completions, EOP's, Industry Certifications, and ILP development using Navigator in grades 6-8 and Ace in grades 9-12.	1)Russell Independent will provide opportunities to support students in reaching postsecondary readiness standards through the use of specific programs, coaching, and assessments.	Russell High School will assess and teach ACT strategies to junior level students throughout the course of the school year to help them meet benchmarks on the ACT for college readiness. Senior level students that have not met benchmark on the ACT will be given specific instruction to meet benchmark on ACT and KYOTE. CERT interim benchmark assessments will be used for grades 9-12 to assist students with being prepared for an academic readiness assessment.14 Dual Credit and 20 AP classes are offered as a means for students to reach transition readiness. Russell Independent will also ensure that our career pathway students have had the opportunity to complete courses in their pathway so that they can assess with EOP and or complete the industry certifications in their field of study. Early guidance with 8th grade students and freshman will also be intentional to make sure we are placing students in course that meet their interests and needs so that they will be able to complete a course of study to become career ready. Navigator and Ace will be our tool for ILP development to assist students in transition	ILP Monitoring with Navigator and Ace, CERT Benchmark Assessments, Formative Assessments, AP and Dual Credit mastery and completer status with passing of certifications and Industry Certifications.	Periodic monitoring during the year.	35,000
		The persistence to graduation tool in IC is one tool to be utilized to identify students who are at-risk for not graduation. Students who are failing courses may be enrolled in our Plato Credit Recovery Program so that these students can graduate on time with peers with a high school diploma. Additionally, community resources will be utilized to present information to students	Completion of courses and work placement options for students	Periodic monitoring during the year.	30,000

Goal 6: During the 2022-2031 school year, Russell Independent will increase the number of students who are transition ready. Our current indicator score based on 2021-2022 state testing is 94.7.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		about post-secondary education, vocational training, and occupations that are available. Our job coaches, who are funded by part grant funding and part district funding, work with our most at-risk population of special needs students. The students will be offered the opportunity to work at various businesses throughout the community that have partnered with our district as well as receive instruction in soft job skills.			
Objective 2					

7: Graduation Rate

Goal 7: During the 2022-2023 school year, Russell High School will work to continue excellence with graduation rates averaging 98.% from year to year. Our 4-year rate in 2021-2022 was 98.9 and our 5-year rate was 98.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell Independent will strive for continued graduation rates of excellence. Our current four-year graduation rate is 98.9 and we will maintain with a minimum of 96% by 12/30/2023.	Russell High School will continue to strive for 98% graduation rate each year. Our 4-year rate this past year is 98.9%. For the 2022-2023 school year we will utilize all school and district resources to ensure we continue to meet a minimum of 96%.	Russell Independent Schools will work with students individually, conduct home visits, employ our DPP for monitoring chronically absent students and habitually truant students, utilize the persistence to graduation tool, develop graduation plans, utilize the school resource officer, assist with credit recovery, collaborate with families and the FYRSC, and counselors will monitor the progress of students toward course completion so that students will be able to graduate on time.	Higher attendance reported, chronic absence decline, daily communication between home and school, credit recovery, performance-based options, etc.	Daily reports, home visit logs, Plato Coursework Completion, etc	115,000
Objective 2					

8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.   **Response:**

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2022-23 Phase Three: The Superintendent Gap Assurance

Russell Independent Schools
Michael Horne
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2022-23 Phase Three: The Superintendent Gap Assurance

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

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

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

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

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2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)

Russell Independent Schools
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2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from KRS 158.070(9) and 701 KAR 5:150, which state the following:

KRS 158.070(9):
Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

701 KAR 5:150, Section 1(5):
"non-traditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225, Section 3(2)(b), what are the district's plans for implementing non-traditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

District Assurances for Continuation of Learning Plan:

The District assures:
1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school district is closed to in-person instruction will be a continuation of the learning occurring on in-person student attendance days.
2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. It's primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.
4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure

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that the district's students are not penalized when the district uses an NTI day.

5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.

6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.

7. All staff will follow their normal work schedules on NTI days.

8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.

9. Participation will be recorded for all students on NTI days.

10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.
    Dr. M. Sean Horne, 11-23-2022

    1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

Russell Independent is using Google Classroom as our Learning Management System. Instruction is recorded and posted to the classroom if students missed in-person instruction. Lessons, activities, and assessments are all posted to Google Classroom and students submit work products via Google Classroom. Google Classroom and Remind are our two main methods of communication with students and families. Preschool is using the SeeSaw platform as our learning management system. SeeSaw allows teachers to post recorded instruction as well as other developmentally appropriate activities for students to complete. All student work is submitted through the SeeSaw APP. Brightwheel is used for communication with students and families.

We also post general information on our social media pages. Russell Primary School, Russell McDowell Intermediate School, Russell Middle School, and Russell High School are using Google Classroom as our learning management system. Instruction is recorded and posted to Google classroom which allows students who miss a live instructional session to be able to have access to instruction if live instruction needs to occur. Otherwise, all lessons, activities, and assessments are posted to Google Classroom and students' completed products are submitted via Google Classroom. Google Classroom and Remind are our main methods of communication with students and families. Russell Independent has obtained a one-to-one ratio of students to devices. This has allowed us to effectively employ learning platforms to benefit students. Our schools can use Zoom, Google Meets, Google Classrooms, and textbook software for instruction. The teachers reach out to families via a variety of methods including direct phone calls, email, classroom Remind accounts, home visits, mailed letters home, conferences via Zoom and

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Google Meets, Infinite Campus, and quarterly report cards sent home. Teachers received training on devices to benefit teaching and learning for all students.

Preschool teachers and staff remain in contact with families through the Brightwheel APP, phone calls, and email to ensure that students have what they need. Paper materials can be provided if needed. To assist students with little or no Internet access, families can access materials and lessons by picking them up at the schools or they can come to our parking lots for Internet access. Students that are struggling to complete work are referred to the Principal, Assistant Principal, and school Counselor who work with the DPP to make home visits to the parents and guardians to assist them in being able to get online. Students who are struggling are referred by teachers to the administrative team which includes the school counselor, FYRSC, the DPP, etc. on how to get access to WIFI, materials, and information on hot spots in our community as needed.

2. How will the district ensure a continuation of learning on non-traditional instruction days for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

District Special Education Teachers and Related Service Personnel have plans in place according to the age level of the child on how services will continue should in-person learning cease. These plans have been shared with students and families via phone calls, Remind, and ARC meetings. Students will continue their typical daily schedule but will enter Google Meets with their resource teachers and/or related service personnel at their scheduled daily times. For students who do not have internet access, paper copies of instructions will be provided. The ARC may convene at any time to discuss the needs of the student. If any person on the ARC team does not feel that FAPE has been provided, the ARC will meet and determine what needs to be changed or done to ensure FAPE including offering Compensatory Education.

3. How will the district ensure a continuation of learning on non-traditional instruction days for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district?

Students with PSP and GSSP plans will continue their accommodations and modifications through the technology platform. This will include providing readers/ scribes for those who are to receive one according to their PSP/GSSP. Continuation of the ELL online programs to improve English literacy can still be used in the home setting.

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4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

Russell Independent Schools utilizes Remind for all School Communication. All communication is first disseminated through Remind, then our District webpage, then social media outlets (Twitter and Facebook), as well as WSAZ television so that we can keep open lines of communication with our students and families. Russell Independent also provides evening Extended School Services to assist at-risk learners. Students are allowed to attend ESS and or summer school to help students master grade-level content. Our school and district administration along with the Russell FRYSC continue to work with families to remove barriers to learning. Credit recovery and our Alternative School are also available for our most at-risk students. The non-traditional plan will ensure that our students can stay on track with courses and coursework using Google Classroom as our LMS that also syncs with our other blended learning platforms such as Edmentum Products (Exact Path, Plato Courseware, Reading Eggs, Study Island), HMH for Reading and Math grades K-5, SAVVAS Learning for 6-12 Reading, Math, Social Studies, and 9-12 Science, Biozone 9-12, Glenco Health 6-12, Delta Math 9-12, Gizmos 9-12, Navigator ILP management, ACE ILP management, Lab Aids at grades 6-12, all our AP Courseware, etc. Russell Independent strives to meet the needs of all students and families to ensure their success to become empowered citizens one student, one lesson, one day at a time.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 District Web Page		.

2022-23 Phase Four: English Learner Plan for Districts (Lau Plan)_08302022_15:20

2022-23 Phase Four: English Learner Plan for Districts (Lau Plan)

Russell Independent Schools
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2022-23 Phase Four: English Learner Plan for Districts (Lau Plan)

To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts will develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing these assurance statements districts are documenting that the district Lau Plan contains each of the required components and has been recently reviewed by the appropriate stakeholders and is easily available to the general public. In addition to completing the assurances, the district Lau Plan **must** be uploaded as an attachment.

Choose Yes or No for each statement and upload the district Lau Plan as an attachment.

Lau Plan Component Assurances

Please confirm that each required component has been included in the district's Lau Plan. Note: Additional information may be included in the plan at the discretion of the district.

1. Names of the Lau Plan team members

- **Yes**
- ○ No

2. Guiding principles of the Lau Plan

- **Yes**
- ○ No

3. Procedures for enrollment, identification, and placement of ELs in a Language Instruction Educational Program (LIEP)

- **Yes**
- ○ No

4. Description of the LIEP

- **Yes**
- ○ No

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5. Process to provide meaningful access to all co-curricular and extracurricular programs and activities

- ● **Yes**
- ○ No

6. EL professional development for staff who deliver instruction or support the LIEP for ELs

- ● **Yes**
- ○ No

7. Information about the annual English language proficiency assessment and administration

- ● **Yes**
- ○ No

8. LIEP exit criteria and procedures

- ● **Yes**
- ○ No

9. Procedures for monitoring students who have exited the LIEP

- ● **Yes**
- ○ No

10. Process for evaluation of the district's EL program

- ● **Yes**
- ○ No

Lau Plan Development Assurances

Please confirm the following information related to the Lau Plan.

1. The Lau Plan is reviewed (and revised, when necessary) on a regular basis (i.e., every two years).

- ● **Yes**
- ○ No

2. The Lau Plan is not altered without the participation and/or approval of the Lau Plan team members.

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● **Yes**

○ No

3. Lau Plan revisions take into account program evaluations and stakeholder feedback.

● **Yes**

○ No

4. The Lau Plan is easily accessible to the general public (i.e., posted to the district website).

● **Yes**

○ No

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Lau Plan		•

2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024_08302022_15:20

2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024

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2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning.](#)

> 1. What is the district's mission?
> Our mission is to inspire and empower all students to reach their maximum potential: one student, one lesson, one day at a time.

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

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

Based on the following data collected, our school's SBDM Councils have approved the following professional development for the 2022-2023 school year. Our district is committed to job-embedded professional learning.   We will continue with our district initiatives of technology integration, writing instruction focused on common language and structures, math alignment work, a formative assessment aligned to standards work, and an intentional focus on mental health. Two top priorities that support continuous improvement involve standards work to accelerate learning for students instead of remediation so that our students can recover from educational loss during the Pandemic and Professional Learning related to teacher retention to further career paths for teachers. Russell Independent is focused on true professional learning experiences rather than simply meeting professional development requirements.

Professional learning emphasizes that learning is a process that continues over time, extends into practice, and expects results for both educators and students. Professional learning is ongoing, relevant, and job-embedded learning for educators at all stages of career development. Professional learning provides opportunities for individual and collaborative professional study, analysis, application, and reflection relevant to ongoing improvements in professional practice and student achievement.

Additionally, we have begun Teacher Academies in an effort for teachers to be able to choose a professional learning pathway to meet professional development requirements and to support our teachers' career paths as well as work toward teacher retention.   Russell Independent offers a teacher academy with 5 Pathways in which professional learning is embedded into the district plan.

The Russell Independent Teacher Academy was created to assist teachers with professional growth that is personalized through 5 pathways. These pathways are not intended for each teacher in the district but are there to support those who have an interest in a pathway. The Academy is funded by Title II.

Pathway 1: First Year Teachers or Teachers New to Russell

Teachers in this path will focus on district and school policy and procedures, the Kentucky Framework for Teaching, the Certified Evaluation Plan, Professional Growth Goals, Professional Learning Overview, Kentucky Teaching Standards, Instructional Technology, Instructional Practice, Student Engagement, Classroom Assessment, Classroom Management, etc.

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*Teachers in the MAT program will begin the First Year Academy upon completion of the MAT program and be rehired to teach at Russell the first year after certification.

Pathway 2: Instructional Coaching

Teachers who choose to participate in the Instructional Coaching Pathway will be teachers who want to become instructional coaches and who desire to be teacher leaders with curriculum and instruction. This pathway will work toward effectively assisting teachers with ways to teach to the depth of the standards, model technology strategies, virtual teaching assistance, model and guide classroom management best practices, analyze student assessment for instructional change, provide guidance on academic and behavioral interventions, etc.

Pathway 3: Developing Leaders

Teachers who choose to participate in the Developing Leaders Pathway are teachers who are interested in school administration. Teachers in this pathway will read and conduct research on school leadership practices. Teachers will be asked to lead at least one school-level event as directed by their school administrator. Guest speakers will be invited to share experiences in school leadership as a panel for Q and A. By the end of the experience, teachers in this pathway will gain insight as to whether they want to pursue certification in school administration.

Pathway 4: National Board Certification

Teachers in this pathway will write their Professional Growth Goal towards this pathway. Teachers in this pathway may request a substitute up to two times to complete work toward National Board Certification. Additionally, professional learning opportunities that align with this program are encouraged and may be substituted for professional learning within a school's plan for up to 6 hours.

Pathway 5: Option 2 Rank Change

Teachers who choose this pathway will be part of the KEDC Continuing Education Option Plan II as approved by KDE. (See Plan) This is a 3-year commitment on the part of the teacher but will result in EPSB granting Rank change. Russell Independent has partnered with KEDC and BloomBoard for micro-credentialing, programming, and all accredited process.

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3. How do the identified **top two focus areas** requiring professional development relate to district goals?

Professional learning emphasizes that learning is a process that continues over time, extends into practice, and expects results for both educators and students. Professional learning is ongoing, relevant, and job-embedded learning for educators at all stages of career development. Professional learning provides opportunities for individual and collaborative professional study, analysis, application, and reflection relevant to ongoing improvements in professional practice and student achievement.

Two top priorities that support continuous improvement involve standards work to accelerate learning for students instead of remediation so that our students can recover from educational loss during the Pandemic. Secondly, Professional Learning related to teacher retention to further career paths for teachers we saw a need to develop teacher academies.   Russell Independent is focused on true professional learning experiences rather than simply meeting professional development requirements.

Russell Independent's Board Policy 3.19 AP 1 addresses the professional development requirement for certified staff members annually.

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

Teachers will be able to work collaboratively using the Framework for Teaching and assessing assignments given to student work products. We have partnered with KEDC and are working with the Collaborative Response to Reimagine Schools for All Team.   Our lead teachers in ELA, Math, Science, and Social Studies will be attending cohort sessions for a deep dive into accelerated learning. They will then bring that knowledge and expertise back and work monthly with content area teachers to examine the Kentucky Academic Standards, align curriculum, and use standards implementation guidance. Secondly, with our teacher academy instructional coaching pathway, teachers from all content areas will also be working with the

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CRRSA Team within our district and leading standards work in their school teams with an intentional focus on how to lead a PLC team.

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4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended results are that we make learning experiences more effective and makeup ground from the Pandemic learning experiences. This work with standards makes the objective mission-critical first and then the decision of assessment also becomes paramount. Ongoing formative assessment and analysis will be paramount to measuring student success in standards mastery.

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4c. How will professional development be monitored for evidence of implementation? i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

Professional Development is monitored by the evaluation forms submitted for professional learning credit.   Then the PD coordinator, building administration, and teacher leaders follow up with the learning as needed. Job-embedded Instructional coaching and developing teacher leaders are key. We do not have positions for building-level curriculum coaches to assist teachers with this work. Therefore, we have decided to spend our resources on training teachers who desire to lead teachers with professional learning opportunities to lead the work around closing learning gaps with work related to Kentucky Academic Standards. The PD coordinator gathers the data along with building administration and teachers meet in departments or in district vertical teams periodically to discuss students' level of mastery.

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4d. 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. **Please describe in detail.**

Our content area teams have teacher leaders that are training with CRESSA Teams from KDE through our local KEDC cooperative. These teacher leaders bring back the learning and leadership within their own departments or schools. This is an ongoing process that will continue to take some time. The ultimate indicator of success occurs by examining student responses on a benchmark, formative, and summative assessments. The goal of our professional development is to positively impact students, teachers, and all administrators. These instructional strategies have been employed from the top down to model sound practices.

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4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

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

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4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Professional Development funds as well as Title II funds have been used to support teacher training, substitutes, mentorship, travel, and materials need to continue this work. Additionally, district funds have been used to support our collaboration with Kentucky Educational Development Corporation. ESSER funds have been used to assist our schools with updated instructional resources. We have partnered with our local cooperative, KEDC, and are able to utilize Deeper Learning Funds to support teacher training and staff development.

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4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

We plan to continue our partnership with the cohorts for math, ELA, Science, and Social Studies, the deeper learning initiative, and all 5 areas of our professional learning pathway for our teachers. Since the absence of KTIP, we developed our own mentor program to support new teachers. All of this will ensure consistency and intentional focus on the importance of this work. Funding will need to be in place to ensure we can continue this work as well. Principals and district staff are in constant communication with our teachers to ensure the validity and fidelity of this ongoing work. Our teacher academy also provides release time for teachers if needed, substitutes, extra service pay, etc. to ensure our teachers are fully supported. The goal of our professional development is to positively impact students, teachers, and all administrators. We are utilizing our local KEDC as trainers, as well as principals and district-level administrators.   We have involved all stakeholders in the process of teacher development for retention.

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

The Pandemic caused our district to reflect greatly on professional learning experiences and how we could make those richer for our teachers. During the 2020-2021 school year, almost all professional learning delivery mode was digital. We spent a great deal of time trying to find professional learning experiences that fit the content-specific practices our teachers had requested. This also led to another discovery about teacher retention.   We decided to create a teacher academy that could support new teachers more effectively since KTIP is no longer

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funded. Additionally, we wanted to focus on teacher retention to support career goals for our teachers. We also offer professional learning experiences in instructional coaching, leadership, National Boards Certification, and Continuing Education Option II as part of our district professional development plan. Teachers may choose to follow the school plan adopted by the SBDM or they can choose a pathway within the teacher academy. Additionally, our top two goals overlap. Goal one focuses on instruction aligned to the standards and goal two is training our teachers for this work in an effort to retain talented and skilled teachers.

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5b. What are the intended results of the professional development as related to the specific objectives in (a)?

The intended results are for teachers interests to be supported by the district and provide those experiences for them so that we retain quality educators.

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5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Professional Development is monitored by the evaluation forms submitted for professional learning credit.   Then the PD coordinator, building administration, and teacher leaders follow up with the learning as needed. Job-embedded Instructional coaching and developing teacher leaders are key. We do not have positions for building-level curriculum coaches to assist teachers with this work. Therefore, we have decided to spend our resources on training teachers who desire to lead teachers with professional learning opportunities to lead the work around closing learning gaps with work related to Kentucky Academic Standards. The PD coordinator gathers the data along with building administration and teachers meet in departments or in district vertical teams periodically to discuss students' level of mastery.

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5d. 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. **Please describe in detail.**

Success will be measured by feedback given from our teachers and the ongoing interest level in our teacher academies. District staff and building-level administration have ongoing communication with our teachers to monitor professional learning impact and work to gather the data for professional learning. We will continue to revise our academies and learning opportunities as needed.

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5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

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

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5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Professional Development funds as well as Title II funds have been used to support teacher training, substitutes, mentorship, travel, and materials need to continue this work. Additionally, district funds have been used to support our collaboration with Kentucky Educational Development Corporation. ESSER funds have been used to assist our schools with updated instructional resources. We have partnered with our local cooperative, KEDC, and are able to utilize Deeper Learning Funds to support teacher training and staff development.

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We plan to continue our partnership with KEDC and expand or revise our academies as needs arise. This will ensure consistency and intentional focus on the importance of this work. We plan to continue our partnership with the cohorts for math, ELA, Science, and Social Studies, the deeper learning initiative, and all 5 areas of our professional learning pathway for our teachers. Since the absence of KTIP, we developed our own mentor program to support new teachers. All of this will ensure consistency and intentional focus on the importance of this work. Funding will need to be in place to ensure we can continue this work as well. Principals and district staff are in constant communication with our teachers to ensure the validity and fidelity of this ongoing work. Our teacher academy also provides release time for teachers if needed, substitutes, extra service pay, etc. to ensure our teachers are fully supported. The goal of our professional development is to positively impact students, teachers, and all administrators. We are utilizing our local KEDC as trainers, as well as principals and district-level administrators. We have involved all stakeholders in the process of teacher development for retention.

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

NA

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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