



# 2020-21 Phase One: Continuous Improvement Diagnostic for Russell County School District

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

**Russell County**  
**Michael Ford**  
404 South Main St  
Jamestown, Kentucky, 42629  
United States of America

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## **2020-21 Phase One: Continuous Improvement Diagnostic for Districts**

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

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

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

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

### **Phase Two: October 1 - November 1**

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

### **Phase Three: November 1 - January 1**

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

### **Phase Four: January 1 - December 31**

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

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

Russell County

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Please enter your name and date below to certify.  
Michael Ford 9-15-2020



# 2020-21 Phase Two: The Needs Assessment for Russell County School District

2020-21 Phase Two: The Needs Assessment for Districts

**Russell County**  
**Michael Ford**  
404 South Main St  
Jamestown, Kentucky, 42629  
United States of America

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## **2020-21 Phase Two: The Needs Assessment for Districts**

## Understanding Continuous Improvement: The Needs Assessment

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

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

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

## Protocol

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

Intentional analysis and review of assessment data from the 2018-2019 state and district assessments occurred with the district data team in October of 2020. Due to COVID-19 and restrictions in place, our review of data looked different as it had in the past. The 2019-2020 spring state assessment was waived by the US Department of Education, therefore all data that was reviewed was from the 2018-2019 school year, with the exception of the 2020 ACT data and graduation rate data. School-level data reviews are held throughout the year in PLC's to review and analyze state and local data. Schools analyzed the data and made necessary adjustments to curriculum, lessons, pacing, and instruction based on student needs. School and District Administration, Instructional Coaches, and teachers will meet as needed to conduct needs assessments for grade and/or content level teams. During the 2019-2020 school year, schools met for Data-Driven PLC's which helped them focus on students' needs to ensure that they were "Naming and Claiming" students and their learning needs. School Improvement Plans are discussed, reviewed, and approved by SBDM Councils. With the lack of new data, in-person meetings, and the limited number of people being allowed in groups, data reviews for the 2020-2021 school year will focus more on classroom formative and summative assessments. If we are allowed to come back to school in-person in January, we will look at purchasing MAP for benchmarking in January and April. The district team is made up of the Superintendent of Schools, Director of Curriculum and Instruction and Federal Programs, District Assessment and CTE Coordinator, Director of Special Education, Director of Pupil Personnel, Instructional Coaches, school counselors, school administration, Gifted and Talented Coordinator, and the EL Coordinator. This team will meet routinely throughout the year to conduct needs assessments for the district by level, grade, or by the group to help create a plan of action for needed areas of concern to help all students reach proficiency when possible. Data from the Title I Survey in which stakeholders give feedback on how programs such as Title I are positively impacting student learning is reviewed at the school and district level. At the school level, SBDM councils are presented with the school's Title I Survey results where it is reviewed and discussed to see stakeholders' perception of the climate of the schools. Each year, the district holds a Title I Community Meeting to discuss and to inform stakeholders of the survey results. The district and schools have plans about any necessary changes required to meet the needs of the students and to improve any issues regarding the climate of the schools. Meetings will be documented by meeting agendas and sign-in. We have also reviewed the

data of the Spring 2020 Striving Readers Comprehensive Literacy Fidelity Monitoring. From that data, we have incorporated more research-based literacy activities in math, science, and social studies classrooms. The district and schools also have a Literacy Team that includes school and community stakeholders to review how the district and school literacy plans are being implemented and ensure that the components of the plans are on track. Additionally, the Title IV survey focused on safety, wellness, and technology. Through this survey, safety was found to be a stakeholder concern. As a result, all five schools now have a resource officer assigned to them to help provide additional safety measures. The results also showed an expressed interest in additional STEM type courses. As a result, Project Lead the Way is in its third year for high school students to take courses in. The program is geared towards engineering and the teacher has received many hours of intense professional learning to teach the course. New equipment and resources have also been purchased to help grow this program.

## Current State

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

### Example of Current Academic State:

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

### Example of Non-Academic Current State:

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

Due to COVID19, most of our data mentioned here has remained unchanged because of the waiver by the United States Department of Education in the Spring of 2020, with the exception of the high school graduation rate. **\*\*CURRENT ACADEMIC STATE: ELEMENTARY - \*\*Proficiency Indicator Rating for Reading and Math saw an increase of .6% which is 6.4% above the state average. \*\*The Separate Academic Indicator (Science, Social Studies, & Writing) saw an increase of 3.4% which is 12.4% above the state average. \*\* The overall Growth Indicator fell into the "high" category for elementary schools. \*\*At the elementary level, 54.2% of students identified as economically disadvantaged scored P/D. \*\*We saw a decrease in the percentage of students with disabilities scoring P/D in reading. \*\*CURRENT ACADEMIC STATE: RUSSELL COUNTY MIDDLE SCHOOL - \*\*Proficiency Indicator Rating for Reading and Math saw an increase from 79.9% to 81.2%. \*\*The Separate Academic Indicator (Science, Social Studies, and Writing) saw a slight decrease of 2.4%. \*\*The Growth Indicator Rating fell in the Medium category with a rating of 55.5% \*\*The percentage of students scoring Proficient/Distinguished increased in the Students with Disabilities subgroup from 12.3% to 27.9%. With that said, there are still 72.1% of students with disabilities scoring below proficiency in**

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reading and 86.9% in math. \*\*Reading and Math Gap Rate of 39.8% placed RCMS in the Significant Gap for Students with Disabilities. \*\*CURRENT ACADEMIC STATE: RUSSELL COUNTY HIGH SCHOOL: \*\*Spring 2020 ACT results showed increases in each tested area for Russell County High School students. English improved 1.5, which puts the average at 18.2, Mathematics improved from 17.1 to 18.2, an improvement of 1.1. Reading improved .9, Science improved from 17.9 to 18.2, and the overall composite improved from 17.4 to 18.4. While we are proud of these improvements, we realize that we are still below the state averages in all tested areas and will focus on improving, even more, this year. For the 2019-2020 school year, the graduation rate was 95.9%, which is 5% higher than the state average. \*\*Proficiency Indicator for Reading and Math was 46.8% which is below the state average of 56.8% and a decrease from last year of 60.5%. 44% of students scored at the novice level in reading. \*\*The Separate Academic Indicator for Science and Writing is 57.7%, which is below the state average of 62.0%. \*\* 100% of students with disabilities scored below proficiency in reading and math. \*\*Transition Readiness increased from 77.3% to 85.8%, 21.4% above the state average. \*\* The 2020 Graduation Rate decreased from 98.6% to 95.9% but is still above the state average of 90.9%. Reading and math Gap Rate of 44% placed RCHS in the Significant Gap for Students with Disabilities. \*\*CURRENT NON-ACADEMIC STATE: In 2019-2020 Russell County Schools saw a decrease in behavior events being reduced from 11.6% reported behavior events in 17-18 to 10.9% behavior events reported in 18-19. This non-academic data was derived from the School Report Card on the Kentucky Department of Education Website. Due to the lack of In-Person classes, the number of behavior events during NTI has significantly dropped for the 2020-2021 school year.

## Priorities/Concerns

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

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

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

ELEMENTARY - At the elementary level, 65% of students with disabilities scored below proficiency in reading as measured by KPREP as opposed to 37.6% of students who are not identified as students with a disability. In math, 72.7% of students with disabilities scored below proficiency in math, as opposed to 40.5% of students not identified with disabilities. MIDDLE - 72.1% of students with disabilities scored below proficiency in reading at the middle school, opposed to 31.8% of students without disabilities. In math, 86.9% of students with disabilities scored below proficiency, as opposed to 36.2% of students not identified with disabilities. HIGH - At the high school, 100% of students with disabilities scored below proficiency in reading. as opposed to 60.6% of students not identified with disabilities. In math, 100% of students with disabilities scored below proficiency, as opposed to 74.7% of students not identified with disabilities. Increasing Proficiency for all students and all subgroups, across all contents and levels, is a priority for Russell County Schools. Intentional targeted instruction using evidence-based strategies in all content areas is a focus this year with our Striving Readers Comprehensive Literacy Grant. Teachers are learning strategies to incorporate in their teaching to engage students in the learning of content literacy. Secondly, we are specifically concerned about our subgroup, students with disabilities. At the middle and high schools, the gap rate was large enough to place both schools in the significant gap rate category. At the middle school, they are adding additional support in the collaborative classrooms, focused reading enrichment classes, individualized and small group instruction, progress monitoring, and adjusting instruction when and where needed. At the high school, they are analyzing student data to name and claim students so that individual students get the remediation they need to improve and learn. They are also going to offer ESS services for students who need additional time with teachers to learn. At the elementary level, the main focus is the improvement in math and science for all students. Resources and curriculum will be reviewed, additional resources are in the plan to be purchased along with any PD that needs to occur to increase teacher knowledge and understanding. Horizontal and vertical curriculum alignment is in

the works to improve instruction so that in turn our students will be more able to master grade-level standards and perform at proficient/distinguished levels.

## Trends

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

Please see the attachment for trends analyzed for all students in reading and math.  
\*\* Since 2017, our students with disabilities have shown gains overall in reading and math at the elementary and middle schools. However, our students with disabilities at the high school continues to be a significant area for improvement. Students in this subgroup are consistently scoring below their similar age peers as well as below the state averages of the same subgroup.

### **ATTACHMENTS**

#### **Attachment Name**

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## Potential Source of Problem

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

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

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

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

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

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

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

For the 2020-2021 school year, we will continue to focus on the processes, practices, and conditions you see below. We will provide the resources needed and efforts will be made in order to produce the desired changes. Professional learning may be offered in any of these areas when the district feels it is needed to ensure teacher effectiveness and equitable access. Due to COVID19 and the lack of in-person instruction, we have implemented Targeted Services for any student who is in need of those services. Teachers and Administration are making contact with students to set up times to bring students in to get them caught up or to project-based activities. KCWP #2 - Design and Deliver Instruction - Teachers will continue to meet in Professional Learning Communities (PLCs) during common planning times, weekly meetings, or after school to make adjustments to instruction for all students as applicable to COVID-19 guidelines allow. This will ensure on-going professional conversations about data and literacy strategies they have learned through the Striving Readers Literacy Grant (SRCL) that will lead to more effective instruction. Doing so will aid students who are failing to master grade-level standards. Additionally, teachers will meet during the summer, after school, and during PLCs to design effective instruction. Teachers will continue to ensure that Tier I instruction and assessments are meeting the intent of the adopted standards, as well as monitoring the learning before, during, and after instruction (Explicit Instruction). KCWP # 4 Data Analysis will occur as a common process during grade/content level PLCs at all schools. The goal is for teachers to "name and claim" students and adjust instruction based on student needs from a triangulation of their data. And that teachers will use the Plan, Do, Study, Act Model when meeting in PLCs to keep everyone focused and on task so that PLCs are meaningful and successful. During the COVID-19 Pandemic, we know and understand that our PLCs will look and function differently than they normally do, but the goal remains the same. KCWP #3 Assessment Literacy is a practice in which most of our teachers have had training, but we need to ensure that all teachers understand the balanced assessment

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system, assessment design, evaluating assessments, and how to give effective feedback. We will continue to monitor the quality of assessments and their implementation. Professional learning or coaching will occur as needed with new teachers or any teachers needing it. KCWP #5 Design, Align, and Deliver Support Processes with Sub-Group Focus - monitor and evaluate teachers to ensure high levels of teacher effectiveness and that student learning is occurring for all students in all subgroups. When needed, instructional practices and changes to pacing will occur for students who are struggling (RTI one-on-one, Resource, fluid grouping for instruction, etc...). District and School Leadership will measure the effectiveness of current programs and initiatives implemented in classrooms and schools for all students, especially focusing on students identified with disabilities. KCWP #6 Establishing Learning Culture and Environment - Ensure conditions and a system are in place where teachers have the necessary resources for fostering a culturally responsive environment to student needs. Ensure that students understand the behavior system in place (PBIS) that supports a safe, supportive environment where they can and want to learn. Ensure that processes are in place to communicate learning and potential barriers to parents about their child's learning. Teachers have/will attend professional development training through the Building Resilient Children and Families (BOUNCE) coalition to learn about Adverse Childhood Experiences (ACEs) and how those experiences can adversely affect the child and their learning. Teachers will learn strategies to help de-escalate behavior events from exploding, effective problem-solving activities, and how to build a culture of resilience.

## Strengths/Leverages

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

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

**\*\*RUSSELL COUNTY ELEMENTARY\*\*** At the elementary level we are proud to say that they are above the state average in proficiency indicator, separate academic indicator, and growth. The percentage of students scoring P/D at the elementary in math increased by 1.7%. Furthermore, the percentage of students identified with disabilities scoring novice decreased 7%. There were 169 reported behavior events in 17-18 and only 91 behavior events in 18-19, which is 78 fewer behavior events. Two of the three elementary schools are using Positive Behavior Intervention & Supports (PBIS) to help with reinforcing positive behaviors and this has in turn significantly reduced the number of behavior events in those schools. **\*\*RUSSELL COUNTY MIDDLE SCHOOL\*\*** The weekly PLCs implementing the Plan-Do-Study-Act (PDSA) protocol where teachers focus on assessment literacy, high-yield instructional strategies, and congruent to standards has led to growth. RCMS performed high in achievement (81.2), medium in separate academic (64.9), and medium in growth (55.5). Novice was reduced in both reading and math while proficient/distinguished increased in both areas. Intentional tracking of students with progress monitoring of Reading Plus, IXL, MAP, and other classroom assessment data along with student goal-setting was paramount in this success. Furthermore, according to the School Report Card, RCMS had an average daily attendance rate of 94.4%. At RCMS, 52% of the teachers have a Rank I, 36% of the teachers have a Master's, and the average years of teaching experience is 14 years. School-Wide Information Suite (SWIS) reports for the first two months of the 2019-20 school year showed that office discipline referrals were down compared to the previous year. With the implementation of TEAM SAFE PBIS rules and procedures across grades 6-8, improvement has already been revealed. **\*\*RUSSELL COUNTY HIGH SCHOOL\*\*** At RCHS there are two areas that consistently exhibit growth and maintain well above the state average. One area is the graduation rate. The state graduation average is 90.9% while RCHS is 95.9%. The other is transition readiness. While the state average is 66.8% Russell County High School has 85.8% of students that are transition ready after high school. There are several reasons for these high achievements one being the Laker Success Academy. The Academy is designed to individualize instruction to students who are at risk of dropping out of high school. The flexible hours and online classes are tailored to individual needs. The other important factor is the ability to meet with college and career readiness

counselor. She uses every opportunity to help students become work-ready or college ready by allowing them access to businesses, colleges, and many other resources. Russell County High School's Lake Cumberland Area Technology Center is also crucial to the Transition Readiness high percentage as it is here where many students gain knowledge in career and technical education, which lead to industry certifications in several areas so that students who are not college bound are ready to transition to the workforce upon graduation.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Russell County Schools Trend Data		.



## 2020-21 Phase Two: Russell County School District Assurances

2020-21 Phase Two: District Assurances

**Russell County**  
**Michael Ford**  
404 South Main St  
Jamestown, Kentucky, 42629  
United States of America

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## **2020-21 Phase Two: District Assurances**

## **Introduction**

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

## District Assurances

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

Yes

No

N/A

### **COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: District School Safety Report

2020-21 Phase Two: District School Safety Report

**Russell County**  
**Michael Ford**  
404 South Main St  
Jamestown, Kentucky, 42629  
United States of America

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## 2020-21 Phase Two: District School Safety Report

## District School Safety Report

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

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

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

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

## Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes, School Board Policy 02.4241 requires each school to adopt and implement a comprehensive school safety plan.

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

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

Yes - each school council has adopted an emergency plan.

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.*

Local first responders have copies of the school emergency plans. Each year these are updated, including updated diagrams of the school.

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.*

All schools have primary and secondary evacuation routes posted.

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.*

Each school has a diagram posted in each room with the location of severe weather safe zones.

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

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

Each school council and principal reviews the schools emergency plan, and the District School Safety Coordinator is in the process of supplying first responders with updated maps and contact information. Emergency plan has not changed.

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

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

All principals reviewed the emergency plan with all staff on our Opening Day, August 25.

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

*If all schools in the district did NOT meet the requirement, respond "no" and please explain*

*further in the comment box.*

We have only had 4 days of in-person instruction this school year - all other days have been virtual due to Covid-19.

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

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

Yes, all schools completed the required drills in the month of January 2020.

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

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

All schools are in compliance with conducting fire drills as per regulations.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: Professional Development Plan for Russell County School District

2020-21 Phase Three: Professional Development Plan for Districts

**Russell County**  
**Michael Ford**  
404 South Main St  
Jamestown, Kentucky, 42629  
United States of America

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## 2020-21 Phase Three: Professional Development Plan for Districts

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

Annual Professional Development Plan:

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

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

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

### 1. What is the district's mission?

The Russell County School Districts' mission is to increase each student's academic and social achievements to a proficient or higher level while providing a safe and effective learning environment for all students.

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

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

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Russell County School Districts' top two priorities for professional development that support continuous improvement are closing the achievement gap and proficiency for all with standards-based instruction.

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

Russell County School Districts' first priority for professional development relates to our achievement gap and growth goals. Our second priority for professional development relates to our proficiency and separate academic indicator goals. We feel that a focus on these two areas will give teachers tools and resources to use in the classroom whether the instruction is happening virtually or in-person.

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

The first objective for professional development is to equip all teachers with training centered around strengthening instruction for all learners, with evidence/research-based targeted strategies for struggling learners, as well as how to create a learning environment for great instruction to occur for all students. The second objective is to focus on the Pillars of Literacy - Reading, Writing, Speaking and Listening, to increase student engagement across all content areas. Due to the unknown centered around COVID-19 and the barriers, it has created in education, short and long-term changes that need to occur in order to meet goals will have to be monitored and potential adjustments made periodically.

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

The intended results are to close the achievement gap by increasing student engagement which is paramount in all human learning no matter the age or grade of the student. Practices will include strong Tier I instruction, modeling, and targeted effective feedback.

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

One indicator of success would be an increase in student participation during instruction whether it be in-person or online during NTI days. Another indicator of success would be an increase in proficiency in classroom formative and summative assessments, online formative and summative assessments, district benchmark

assessments (if we are back in school, and can administer), and closing the achievement gap as measured by state assessments.

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

The targeted audience for professional development will be all teachers, school and district administrators, instructional coaches, counselors, and instructional assistants where and when applicable.

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

All students, all teachers, school and district administration, instructional coaches, and instructional assistants (when and where applicable) will be impacted by this component of professional development.

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

Resources needed to support the professional development will be staff, funding, materials, time, and partnership with our regional cooperative to help offer professional learning for our district to help us in improving skills and strategies we can use to close the achievement gap and improve proficiency for all.

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

Ongoing supports that will be provided for professional development implementation are coaching, follow-up sessions, and professional learning community meetings.

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

The professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, MAP district benchmark assessments (if given in January and April), and state assessment data.

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

The first objective for professional development is to ensure teachers know their grade-level academic and performance standards and how students should apply the skills at a proficient level. The second objective is for teachers to know and understand previous grade-level academic and performance standards to allow for intentional, scaffolded, and small group instruction K-12 to ensure grade-level proficiency.

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

The intended results are for teachers to have more confidence in their knowledge of current and previous grade-level standards for proficiency levels to increase. Exposing students to grade-level work and scaffolding instruction is proven to increase student outcomes more efficiently. The use of formative and summative assessments will also be used to help students learn from the specific and targeted teacher feedback.

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

One indicator of success would be an increase in student performance and participation during instruction whether it be in-person or online during NTI days. Another indicator of success would be an increase in proficiency in classroom formative and summative assessments, online formative and summative assessments, and district benchmark assessments (if we are back in school and can administer).

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

The targeted audience for professional development will be all teachers, school and district administrators, instructional coaches, counselors, and instructional assistants where and when applicable.

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

All students, all teachers, school and district administration, instructional coaches, and instructional assistants (when and where applicable) will be impacted by this component of professional development.

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

Resources needed to support the professional development will be staff, funding, materials, time, the Kentucky Department of Education's Standards website training materials, modules, webinars, and partnership with our regional cooperative to help offer professional learning for our district.

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

Ongoing supports that will be provided for professional development implementation are coaching, follow-up sessions, and professional learning community meetings.

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

The professional development implementation will be monitored with classroom observations by the school administration, classroom assessments, MAP district benchmark assessments (if given in January and April), and state assessment data.

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

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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# 2020-21 Phase Three: Executive Summary for Russell County School District

2020-21 Phase Three: Executive Summary for Districts

**Russell County**  
**Michael Ford**  
404 South Main St  
Jamestown, Kentucky, 42629  
United States of America

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## 2020-21 Phase Three: Executive Summary for Districts

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

The Russell County School District is located in Russell County, Kentucky which is in the south-central part of the state. The county rests along beautiful Lake Cumberland and is considered a major tourist attraction for many across the nation, which results in a profit margin for our county. Russell County has a population of 17,821 and is made up of a predominantly white race/ethnic background. Our school system has 2,976 students from Preschool to Grade 12. We have 1,528 male students and 1,448 females. Students who qualify for free and reduced lunch is 71.8%. Our Hispanic population is currently 10.4%; English Language Learners in our schools are 4%, with most of those families speaking their native language at home. The percentage of students identified as Gifted and Talented is currently 13.1%. Our special education population consists of 14% and is an area we are focusing on in all of our schools. With Response to Intervention (RtI), we focus on targeting and assisting students early so that we can reduce our referrals to special education. Russell County Schools consist of one high school with 838 students; one middle school consisting of grades 6-8 with 692 students; and three elementary schools, the largest being Russell Springs Elementary (Preschool - 5th grade) which consists of 653 students, Jamestown Elementary (Preschool - 5th grade) with 459 students, and Salem Elementary (Preschool - 5th grade) with 334 students. Our middle and high schools have a close working relationship with the Lake Cumberland Area Technology Center that serves our middle and high school students, as well as students in neighboring Adair County. Our Auditorium/Natatorium Complex, which is located on our middle and high school campus, houses our 6th-grade students and is also a place for our community to come and swim, attend community events, and facilitate workshops and training. The Russell County School District is employed with staff that truly care and support ALL of our students and families. We have 183 certified staff consisting of 22% male and 78% female. Teachers regularly pursue and obtain advanced degrees with 35.3% holding a Master's degree, 42.8% with a Rank I degree, 2.3% have earned a Specialist degree, and 1% having a Doctorate degree. Our certified teachers have an average of 13.4 years of experience. According to the U.S. Department of Labor, Bureau of Labor Statistics, Russell County has an unemployment rate of 7.9% as of August 2020. This is significantly higher than the 4.8% in October of 2019, which is largely due to the COVID19 Pandemic.

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. 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.

The purpose of Russell County Schools is to provide a high-quality education for ALL students to be productive, contributing members of society, and have a quality life after public education. We also believe in providing our students with a safe learning environment where they feel comfortable to build relationships and are able to develop mutual respect among our school stakeholders. We hold high expectations for our students, teachers, and staff. We offer quality educational services to meet the diverse needs of our students. Due to the COVID19 Pandemic, we have had to change the environment of how we are providing educational opportunities to students, but our purpose hasn't changed. While we are providing NTI Instruction, we are still offering students who are struggling or need extra interventions the opportunity to schedule those services at their schools. Career Readiness opportunities are offered to allow students a variety of avenues for them to explore while in school. Our EL, and Family Resource Youth Service Programs are proactive and hands-on with families and students. They offer support services to reduce barriers and afford academic learning success. Our Gifted and Talented Education (GTE) works to meet the needs of accelerated learners by utilizing and partnering with regional, state, and post-secondary sources. We offer special education and related services to meet the varied and specific needs of our disabled learners. Russell County Schools strives to meet the needs of all our students. It is the mission of the Russell County School District to increase each student's academic and social achievements to a proficient or higher level while providing a safe and effective learning environment. The vision of the Russell County School District is to be committed to a culture of learning, one that honors knowledge, respects individuals, demands excellence, fosters life-long learning, and supports relationships that strengthen individuals, families, and community.

**RUSSELL COUNTY SCHOOL DISTRICT BELIEFS: INDIVIDUALS** \* We believe that all children are naturally inclined to learn. \* We believe that every person is unique and brings individual talents, experiences, abilities, interests, and learning styles to the district. \* We believe that every person deserves to be respected.

**LEARNING PROCESS** \* We believe the learning process is enhanced by caring relationships built on mutual respect, self-discipline, initiative, and persistence. \* We believe a commitment to continuous improvement and personal and organizational accountability is essential to the educational process. \* We believe a culture for learning is nurtured and sustained by cooperation among students, parents, staff, faculty, taxpayers, and other stakeholders. \* We believe knowledge enhances our lives because it gives us a greater understanding of ourselves and the world around us. \* We believe a sense of perspective and humor is important to the learning

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process. LEARNING ENVIRONMENT \* We believe schools must establish supportive and engaging learning environments that nurture every child's natural inclination to learn. \* We believe a healthy, safe, and secure school environment provides the best opportunity for learning. \* We believe collaboration between family, school, and community is necessary to sustain a successful learning environment. \* We believe successful learning experiences require positive relationships based on trust, collegiality, and open and honest communication. \* We believe setting high expectations, modeling principled behavior, accepting personal responsibility, and displaying professional and personal integrity is essential to establishing a successful learning environment. The success of Russell County Schools is hinged on clearly aligning people around these beliefs, mission, and vision. When everyone sees and understands the big picture, the more successful we will become. Our administrative staff along with stakeholders created our vision for our school district. They always use information from the most recent stakeholder surveys to help guide them on creating vision and mission statements. Our mission, vision, and beliefs continuously drive what we do in our schools. The collaboration of our schools, district, and stakeholders are an invaluable partner in support of Russell County students. Everyone involved with the process truly had what is best for the students in mind. Equipping students with what they need educationally and personally to be the best at their career or college endeavors is the number one goal. We make efforts every day to become better for our students.

. 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.

NOTABLE ACHIEVEMENTS - RUSSELL COUNTY HIGH SCHOOL: Highlights from the school year include: the graduation and transition readiness scores are above the state average and maintain a consistent priority and celebration for RCHS. The Laker athletic program had success in several areas including district wins and The Lady Laker Volleyball team was the District runner-up and proceeded to win the first-round regional playoff game for the first time in six years. The Laker boys' golf team had a regional winner while the Lady Laker golf team had two qualifiers for state. The bowling and bass fishing teams both had state qualifiers. The Laker softball and baseball teams were both district winners and competed in the regional tournament at Western Kentucky University. Also, the swim team, track team, and boys' tennis team were district winners and/or regional runner up. The NJROTC cadets completed 1644 hours of Community Service and 5 cadets completed NJRTOC Leadership Academy. RCHS also had a Governor School of the Arts (GSA) student for Drama and a second-round applicant for GSA art. The Russell County Band won Grand Champion in two competitions last year as well as 2nd

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place in the KMEA State Finals. Several students were selected for the All-District Honors Band eight students made it to All-State Tryouts. These are but a few highlights from the Russell County High School Lakers. RUSSELL COUNTY MIDDLE SCHOOL - NOTABLE ACHIEVEMENTS: Weekly PLCs implementing the Plan-Do-Study-Act (PDSA) protocol where teachers focused on assessment literacy, high-yield instructional strategies, and congruency with standards have led to growth for the 2018-2019 school year. RCMS performed high in proficiency (81.2), medium in separate academic (64.9), and medium in growth (55.5). Their school's star rating was initially a four-star but was reduced due to achievement gaps. A significant achievement gap area is students identified with disabilities. Novice was reduced in both reading and math while proficient/distinguished increased in both areas. Intentional tracking of students with progress monitoring of Reading Plus, IXL, MAP, and other classroom assessment data along with student goal-setting was paramount in this success. Russell County Middle School students are successful outside the classroom as well as inside of the classroom. Each year the eighth-grade students are invited to participate in Somerset Community College's GEMS & G2-TECS program. This program is designed to introduce students to careers that are primarily focused within the math and science fields. It is a competitive application process and each year a number of students are selected to participate based on their GPA and essay responses. Russell County Middle School is proud of our Y-Club. This is a student-led club that promotes critical thinking, leadership and social responsibility through experimental learning, service and community activism in fellowship with peers, teacher sponsors, and Kentucky YMCA staff. Each year, Y-Club attends the Kentucky Youth Assembly (KYA) and Kentucky United Nations Assembly (KUNA). These events allow the club to highlight their work on oral debate, bill writing, election processes and the creation of a global village. Many parents and community stakeholders are involved with helping make Y-Club a success by participating in fundraisers, acting as mentors and helping with the creation and construction of the global village props. In the past years, the Y-club has brought home many Outstanding Bills, Best Native Attire, Outstanding Global Village, Best Appeal, Delegation of Excellence, Outstanding Ambassadors, and Outstanding Speakers. The implementation of PBIS with consistent expectations being communicated to students, teachers, faculty, staff, and parents made a positive impact. The PBIS team monitors data monthly and enhances the behavior intervention system. These specific achievements offer academic, leadership, and character-building factors within them for our students. Furthermore, these activities provide opportunities for other stakeholders to be involved which is an area RCMS is always striving to improve. They plan to sustain these strengths by continuing these types of program offerings. AREAS OF IMPROVEMENT: In order to support RCMS students on their journey of becoming college and career ready, the school will continue the work to align curriculum to the congruency of the

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standards and monitor student success with results of assessments aligned to the standards. PLCs will continue to use the PDSA protocol to discuss standards being taught, the congruency of assessments, high-yield instructional strategies/ instruction, and next steps for interventions and accelerations. Purposeful progress monitoring of gap students will be a continued focus. Gap populations are a primary concern for Russell County Middle School. Therefore, reading and math labs have been scheduled into the day for interventions. This reduces the barrier for students who cannot stay in after-school due to lack of transportation. The school is continuing to provide reading services with a literacy specialist in addition to the core for students with disabilities. Also, RCMS is offering after-school tutoring through ESS for any student to receive additional academic support.

**FUTURE IMPROVEMENTS:** Over the next three years, RCMS will continue to work on their district and school goals with curriculum alignment and student mastery of standards with assessment literacy. They intend to provide multiple small-group intervention services throughout the day to allow for more individualized student growth. The use of Reading Plus/My Lexia is a three year, school-wide commitment for all students to use to improve their reading fluency and comprehension, which, in turn, will help them across the curriculum. Also, IXL math helps meet the needs of students at their individual skill level and supports students who are lacking in grade-level skills. They will continue PBIS to improve our school's culture and offer programs for students to become more college and career ready and to build character. RCMS will strive to have more involvement and communication with stakeholders, including parents as well as community members.

**RUSSELL SPRINGS ELEMENTARY:** In 2019 the state ranked schools based on a 1 - 5 Star rating. Russell Springs Elementary received a 4-star rating based on our performance of the KPREP testing. The number of students at Russell Springs Elementary School performing at the Proficient and Distinguished levels on the 2019 KPREP test continues to increase. In Reading, 66.7% of the students scored Proficient/Distinguished, 12.1% above the state. In Math, 66.3% scored at the Proficient/Distinguished level, which is 17.1% above the state. 66.3% scored at the Proficient/Distinguished level and are 17.1% above the State. Science is making progress with 35.2% scoring Proficient/Distinguished which is 3.5% above the state. Science is an area that RSES will focus on this year to make proficiency gains. Their Writing scores jumped 9.6% compared to the 2018 KPREP scores with 74% of the students scoring at the Proficient/Distinguished level. This is 27.6% above the state. Another high performing area is Social Studies. 80.4% of the students scored Proficient/Distinguished which was a 5.7% increase. RSES students scored 27.4% above the State in Social Studies. They continue the trend of reducing the percentage of novice scores in all content areas. The Russell Springs Elementary Academic Team had a very productive year in 2018-2019 and achieved first place overall in District and first place overall in Region. RSES Quick Recall Team and Future Problem Solving Team won 1st place in

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District. The Quick Recall Team won 2nd in Region and our Future Problem Solving Team won 1st in Region. They had several individual winners advance to District and Regional competition in Written Assessment. The Quick Recall team advanced to Regional play. RSES had 9 students to place in the top 5 in the different subject areas advancing them to the Regional competition as well. In Regional play, one RSES student placed fifth in Science and one student placed fifth in composition. RSES purchased 3 additional 65-inch interactive View Sonic boards and 72 iPads to enhance classroom participation, student engagement, and learning. They have 5 computer labs used for benchmarking and to enhance classroom learning. One of those labs has been included in special's class rotation and students focus solely on math computer software such as Prodigy and Khan Academy. Two of the computer labs are being used for K-5 students to receive interactive, real-life, real-world experiences with a highly qualified teacher in all content areas. Programs that are technology-rich and can be utilized in classroom instruction include Accelerated Reader, STAR Reading, STAR Math, STAR Early Literacy, Lexia Reading, Prodigy Math, X-tra Math, Zearn, Kahn Academy Study Island for 5th-grade social studies and ELA, Math-Whizz, Gizmos for 4th-grade science, Science Alive and BrainPop. Most of these programs promote individualized learning and encourage students to work at their own pace to enhance their learning. Also, most can be accessed at students' homes. They are continuing the implementation of PBIS with additional support from ABRI through U of L. RSES school climate continues to improve due to the detailed information provided by ABRI and as noted by their behavior referrals decreasing from 198 in 2017 to 149 in 2018. Through PBIS, students have the opportunity to earn PRIDE tickets for meeting the school-wide expectations by being Proactive, Respectful, Independent, Dedicated, and/or Exceptional. Students earning these tickets have an opportunity to receive weekly rewards during our weekly drawing during morning assembly. The school-wide discipline policy and monthly rewards help support, motivate, and encourage students to put forth their best effort in all aspects of the school environment. They are continuing to use EasyCBM to benchmark Kindergarten, 1st, and 2nd grades in math and reading; and MAP to benchmark every student in 3rd through 5th grade in math and reading, science in 4th and social studies in 5th. Due to COVID19, we haven't been able to test students using the MAP system, but hope to be able to in January of 2021. The results are used to place students in appropriate instruction groups for remediation, on-grade level work, and for enhancement. All 3rd, 4th, and 5th-grade students will utilize a goal setting worksheet where they meet with their homeroom teachers and discuss current MAP benchmarking scores. The students then set a goal of where they want to be for the next MAP benchmarking. RSES hopes to get students back in school to see where they are and help them reach mastery of grade-level standards. JAMESTOWN ELEMENTARY: This year's KPREP placed JES at an overall 70.8, with a 71.0 being four stars, which was incredibly close; however,

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proficiency dropped. JES celebrates academic accomplishments with a formal Academic Celebration every 9 weeks and the Principal's List (all A's) lunch celebration. At every celebration, they recognize good effort, attendance, and behavior. Each year they participate in the District Spelling Bee and host a Math Bowl at JES for their students. JES sponsors a Food Drive to benefit the local food pantry between Thanksgiving and Christmas each year to allow the students to develop a sense of community and generosity. They also sponsor a Pennies for Patients to drive in the spring to benefit children with cancer, through which they have raised over \$7,000 in the past six years. Many of the students participated in the district Cross-Country team, the district youth league cheerleading team, and have parts in the upcoming school-sponsored play, The Aristocats. JES has three parent nights throughout the year to celebrate and encourage Reading, Math, and Science. For this year's Reading night, students and adults dressed as their favorite book characters and read to the students. Math night brought a carnival complete with various math games. Both nights they had over 300 parents sign in, plus children and guests, so the response was tremendous. Science night in February was well-planned and many parents and students attended. Each year, they host a Thanksgiving dinner and invite parents to eat with their children, and have a Christmas program for parents to come and enjoy. Response to both is always very positive. While they are pleased with many positive and great things going on, they are determined to work on proficiency. Their plans are to focus on the implementation of high yield teaching strategies, differentiating, and engaging students; and to set goals, and celebrate successes. JES will focus on nurturing relationships with both students and parents to build partnerships that promote learning. According to a Bounce safety survey administered to 4th and 5th graders at JES, 57.6% say they have been teased or made fun of more than once in school. 43.9% believe bullying/cyberbullying is a problem. Through PBIS, they emphasize respect and responsibility daily. To help increase awareness, tolerance, kindness, and relationship-building skills, JES will implement an SEL program called Sanford Harmony. SALEM ELEMENTARY: Over the past three years and even now SES is continually focusing on decreasing the average novice/apprentice average in reading and math. Salem Elementary has chosen to focus on each child that is not reaching proficiency on KPREP testing and each child that is not reaching grade level on the universal screener and have placed all of those students into RTI services. With the changes and shift of focus over the past two years, SES experienced exponential growth last year. As for notable achievements, Salem Elementary fields a competitive academic team and quick recall team. Over the years, each team has represented the school with distinction as an extracurricular club. The Salem Elementary Academic Team represents their school each year at the Governor's Cup. Salem Elementary participates in 4-H and gains much recognition each year in 4-H competitions. Students participate in 4-H speech contests, demonstration

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contests, poetry writing contests, and piggy bank design contest. There have been numerous winners from our school presented. Two years ago, SES began a new community outreach program that is focused on kindness. Last month, the Kindergarten students saved change in socks and collected over \$500.00 for our local family resource center. The fifth-grade students raised over \$1,300.00 to purchase blankets for the nursing home and the local homeless. This month we have called it "Light Up SES with Kindness" where students and families together have participated in a community food drive and then had a family night as a culminating activity. Last year, over 350 people came out to make ornaments, watch the lighting of the kindness tree, and join in together to bring a light of kindness for our school and community. Throughout the year SES will provide students with several opportunities for them and their families to participate in acts of kindness and community service as a way to reach out to others. Lastly, school attendance is something SES prides itself on, as Salem was named a top school in our district for high attendance and then went on to be named number in region fourteen for small school attendance. \*\*\*DISTRICT AREAS OF IMPROVEMENT: Priority #1) The priority gap area in which the district is intentionally focused at the elementary, middle, and high are students with disabilities in reading and math. We feel improving literacy will impact improvement in all the content areas. Using evidence-based literacy strategies in content area reading is an effective research-based intervention and will improve learning and comprehension with all students. Through the use of a combination of district and past SRCL grant funding sources, we have purchased a considerable amount of research/ evidence-based reading and math supplemental programs and have provided high-quality professional development in literacy programs such as Artful Reading at the elementary and the Adolescent Literacy Model at the middle and high schools. Additionally, other early literacy programs and outreach activities for children and families with birth to five age children have been conducted, as well as, professional learning opportunities for all grades and content areas in literacy (interpreting text, differentiating, and personalizing reading instruction/intervention, and more). With the Last Mile, CARES Act, ESS, Title, and other funding sources, Chromebooks, iPads, MiFi internet devices, and instructional computer programs have been purchased to help meet student and teacher needs for NTI Virtual instruction due to the COVID19 Pandemic. These computer-based programs offer differentiated literacy and instruction for students of all abilities in all grades. They also provide explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Other programs purchased such as common district benchmarking assessments, which include an intervention component, allow educators to analyze student data and plan instruction to help meet all students, including students identified with disabilities,

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at their individual point of need will be purchased if we are back in school in-person for the second semester. Priority #2) An additional area of needed improvement is in proficiency for all students, particularly in math district-wide. Working to align the curriculum between and across grade levels with an emphasis on pacing guides is a priority. At the elementary level, the goal is to have a math constructed response format to be created and implemented in grades 3-5. Additionally, teachers are using Khan Academy, Math-Whizz, and other computer-based programs to individualize instruction for all students. At the middle school level, an interventionist has been hired with Title funds to work specifically with students to improve reading and math performance. IXL Math is a tool used at the middle school and Desmos and Delta Math at the high school. In addition, all juniors at the high school level will have a class in ACT prep to prepare them for ACT testing. Priority #3) Working to increase Kindergarten Readiness is a priority for our district. The Striving Readers Comprehensive Literacy Grant has allowed us to partner with daycares and other childcare facilities to provide literacy resources and training, including Brigance kits for assessment, to make a difference in students' foundational literacy skills being developed early, so that in turn, we will have a decrease in students having learning disabilities when they reach kindergarten age. These resources and programs focus on language development, phonemic awareness, vocabulary, and comprehension. A literacy consultant has been assigned as a liaison to assist in these facilities. We are currently in the process of completing the application for the Kentucky Comprehension Literacy Grant and are in hopes of being awarded that grant in March of 2021 which will run through 2021-2024. This grant would help us in the continuation of our work to improve literacy for all children in Russell County from Birth to 12th grade.

. **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.

N/A We do not have schools identified as TSI or CSI

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

We were awarded the Striving Readers Comprehensive Literacy (SRCL) Grant for 2018-2019 through the 2020-2021 school years. This grant will help our district to communicate and promote a consistent message regarding the importance of quality early childhood learning experiences for achievement in the primary grades; the transition from primary to intermediate; the transition from elementary to middle; and the transition from middle to high school. It also helps us promote

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collaboration of local education leaders and the community in building a literacy culture. We are proud of our community partnerships that are already making a difference in promoting literacy and providing various avenues for these literacy experiences in our schools and community. We are focused on aligning the curriculum to Kentucky's Academic Standards as well as incorporating evidence-based literacy strategies across the contents. With the help of the SRCL grant and other matched funds, the district has and will continue to provide resources and tools that will aid children birth to grade 12 with appropriate literacy instruction and a balanced assessment system. Professional learning opportunities will be offered/provided that will foster a consistent, district-wide approach to teaching literacy through training and ongoing professional learning and support. Lastly, it has and will continue to help us provide special assistance and support to any student along the continuum and allow us to intervene with any student, including students who have disabilities, are English language learners, are homeless, who have dropped out of school, and for infants and toddlers ages birth to five. The SRCL grant will help us in affording disadvantaged and at-risk children/students an opportunity to strengthen overall literacy for our entire community. Russell County Schools are fortunate in receiving the Wicker Quinn Family Foundation Grant. This grant will afford students identified as gifted and talented access to an additional gifted and talented teacher, money to be spent on transportation and fees to field trips, scholarship money to attend summer academic camps, and money for technology and other resources needed for activities. In the fall of 2018, a groundbreaking ceremony was held on the main campus of Russell County Schools for the new Lake Cumberland Regional College and Workforce Center. This new state-of-the-art facility will provide educational and training opportunities for the entire Lake Cumberland area, thereby, increasing the percentage of people who enter college and the workforce with the necessary skills and knowledge to become successful and sustainable employees. In conjunction with the Kentucky Workforce Innovation Board (KWIB), the following sectors and pathways will be offered: Advanced Manufacturing (Welding Technologies, Industrial Maintenance, Computerized Manufacturing and Technology); Healthcare (Health Services); Information Technology (Business and Informational Technology); Construction Trades (Electrical Technology and Construction Carpentry); and Transportation/Logistics (Automotive Technology). These sectors and pathways will afford the opportunities for skilled laborers to increase their employability and enter occupations that pay higher hourly wages and annual incomes. Furthermore, through partnerships with local businesses and industries, it is expected that the Lake Cumberland Regional College and Workforce Center will be a hub for certifications, apprenticeships, and skills training. Additionally, the Lake Cumberland Regional College and Workforce Center will be a key component in meeting the future growth and expansion needs of Lake Cumberland area businesses, as predicted in the 5-year workforce demand data

(within a 50- mile radius of the center) that projects KWIB sector job openings to be 10,206. Apprenticeships Our Lake Cumberland Area Technology Center (LCATC) assists Russell County students by offering apprenticeship programs in local businesses. Currently, there are 8 apprenticeships (4 Industrial Maintenance, 2 Carpentry, 1 Computerized Manufacturing, and 1 Auto Mechanics) utilized by Bennett's Carpets, Stapp Trucking, Dr. Schneider's Automotive, and the Russell County Bus Garage. The apprenticeships ensure an hourly rate of \$8.00 and hands-on experience that strengthens the apprentice's skills and provides an opportunity for entry level employment in local businesses. Two additional School Resource Officers have been added over the past couple of years. Through a partnership with our county government, the City of Russell Springs, and additional Title IV funding, these two officers are in the schools daily with our students. This team of officers has been working to build relationships with the students on our main campus, as well as, working on a plan to rotate through each elementary school in order to foster a sense of trust and safety. These two additional officers attended the School Resource Officer Institute in the summer of 2019 in Richmond. In an effort to promote the health and wellness for students in the Russell County School System, we have partnered with the Healthy Kids Clinic. The Healthy Kids Clinic compliments traditional school nursing programs in an effort to facilitate positive health outcomes for students. Licensed health care providers are readily accessible and offer services to students during the school day such as immunizations, physical exams, and acute care visits. The Healthy Kids Clinic serves as a safety net for children in need and provides comprehensive healthcare to students. Through the Healthy Kids Clinic, we are able to keep students in school and ready to learn.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: The Superintendent Gap Assurance - Russell County School District

2020-21 Phase Three: The Superintendent Gap Assurance

**Russell County**  
**Michael Ford**  
404 South Main St  
Jamestown, Kentucky, 42629  
United States of America

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## 2020-21 Phase Three: The Superintendent Gap Assurance

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

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

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

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

The chart below compares the percentage of Students with Disabilities (SWD) to Students without Disabilities (SWOD) scoring Proficient/Distinguished (P/D) on the state accountability assessments from 17-18 to 18-19.

Subject	Reading P/D						GAP +/-	Math P/D						GAP +/-
	17-18		18-19		GAP			17-18		18-19		GAP		
	SWD	SWOD	SWD	SWOD	17-18	18-19		SWD	SWOD	SWD	SWOD	17-18	18-19	
Jamestown Elementary	38.7	58	31.3	73.8	19.3	42.5	+23.2	16.1	55.8	21.9	47.1	39.7	25.2	-14.5
Russell Springs Elementary	66.7	67.9	44.4	70.6	1.2	26.2	+25	38.1	67.9	35.6	71.8	29.8	36.2	+6.4
Salem Elementary	23.1	51.8	25	58.3	28.7	33.3	+4.6	0	39.7	20	56.3	39.7	36.3	-3.4
Russell County Middle School	12.3	71	27.9	68.2	58.7	40.3	-18.4	7.7	61	13.1	63.8	53.3	50.7	-3.3
Russell County High School	13.3	47.7	0	40.4	34.4	40.4	+6	0	41.7	0	48.7	41.7	48.7	+7



# 2020-2021 Phase Three: Comprehensive District Improvement Plan - Russell County School District

2020-2021 Phase Three: Comprehensive District Improvement Plan

**Russell County**  
**Michael Ford**  
404 South Main St  
Jamestown, Kentucky, 42629  
United States of America

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## 2020-21 Phase Three: Comprehensive District Improvement Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are six (6) required district goals:

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

The required school goals include the following:

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

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

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

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

Due to COVID-19, most of our goals, objectives, strategies, and activities remain unchanged for the 2020-2021 school year. We did add a Non-Traditional Instruction goal for the 2020-2021 school year. As the year progresses, we will continue to update our CDIP.

### **ATTACHMENTS**

**Attachment Name**

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP - Russell County Schools		.

# Russell County Schools 2020-2021 Comprehensive District Improvement Plan (CDIP)

## Rationale

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

## Operational Definitions

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

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

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

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

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

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

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

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

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

## Requirements for Building an Improvement Plan

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

## Explanations/Directions

**Goal:** Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

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

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): Russell County Schools will meet the following long-term goals for reading and math. Students scoring Proficient/Distinguished at the **elementary** will reach 65% in reading and 59% in math, the **middle** school will be 71% in reading and 61% in math, and the **high school** will reach 51% in reading and 44% in math as measured by the state assessment by May 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> Increase reading and math proficiency in grades 3-11 by a minimum of 2% as evidenced by the state assessment by May 2021. More specifically, at the elementary in <b>reading</b> from 59.5% to 61.5%; middle school from 64.4% to 66.4%; high school from 36.9% to 38.9%. In <b>math</b>, elementary from 54.9% to 57%; middle from 59.2% to 61.2%; and high school from 23% to 25%.</p>	<p><b>KCWP 1</b> <b>Design and Deploy Standards</b></p>	<p><b>Curriculum Alignment/Planning/Resources/Materials</b> Teachers, school and district administration and instructional coaches will collaborate to revise curriculum maps, pacing guides, common assessments, and instructional strategies to ensure alignment to the Kentucky Core Academic Standards. This will occur in the summer before school begins, during PLC meetings, or during set aside instructional planning days throughout the year. The district will provide resources and materials as needed for alignment and planning.</p>	<p>Sign-Ins Agendas Pacing Guides Curriculum Maps Lesson Plans Purchase Orders</p>	<p>July 1, 2020 - June 30, 2021</p> <p>Director of Curriculum and Instruction Director of Federal Programs School Administration Instructional Coaches District Literacy Specialist</p>	No Funding
		<p><b>Monitoring of Curriculum</b> Observations and walkthroughs will occur throughout the year to monitor the implementation of curriculum focused on standards and evidence-based instruction and strategies. Walkthroughs and observations will focus on, but not be limited to, teacher and student engagement, lesson plans, classroom management, student friendly learning targets, formative/summative assessments, questioning techniques, student interaction, connections, use of technology, and instructional activities.</p>	<p>Observations Walkthroughs District PLCs</p>	<p>July 1, 2020 - June 30, 2021</p> <p>School Administration District Administration District Instructional Coaches Teachers</p>	No Funding
		<p><b>Professional Learning- Standards Implementation</b></p>	<p>Sign-Ins</p>	<p>July 1, 2020 - June 30, 2021</p>	No Funding

		Teachers will attend professional learning and/or meet as needed to learn new standards in, but not limited to, reading, math, social studies, science, and health.	Agendas Student Data Mastery of Standards	Ongoing Process at each school in PLCs	
	<b>KCWP 2 Design and Deliver Instruction</b>	<p><b>Integration of Striving Readers Comprehensive Literacy (SRCL) Across Contents - Models/PD</b>            *District and School Administration, District Instructional Coaches, District Literacy Specialist, Teachers and Community Partners will attend professional learning to implement research-based literacy programs and evidence-based strategies across the curriculum to increase overall literacy (including all literacy strands-reading, writing, speaking and listening) within our community and schools. Instructional Coaches, Teachers in Cohort 3, and birth to 5 community partners will attend meetings and trainings throughout the 2020-2021 school year, as COVID rules and regulations allow, to implement these programs and evidence-based strategies.            *Literacy Programs/Models include...            Collaborative Center for Literacy Development (CCLD) and Early Language Literacy Project (ELLP) models for Birth to 5, Artful Reading at the elementary level, and Adolescent Literacy Model at the middle and high schools.</p>	Sign-Ins Agendas Professional Learning Logs	July 1, 2020 - June 30, 2021  Director of Federal Programs Director of Striving Readers Literacy Grant Director of Curriculum and Instruction Director of Special Education (DoSE) District Instructional Coaches School Administration District/School Literacy Team  Cohort 3 Teachers  August 10 – 11, 2020 ALM Virtual Training  Artful Reading Virtual Training Summer 2020	No Funding
		<p><b>Striving Readers Comprehensive Literacy Supplies and Resources</b>            *Materials, consumables, additional kits, and supplies/professional learning supplies will be provided to implement Birth to 5, Elementary, Middle/High Literacy Models and evidence-based strategies.</p>	Increase in literacy and proficiency in reading and writing  Increase of Kindergarten Readiness - Brigance Reports	July 1, 2020 - June 30, 2021  Striving Readers Literacy Grant Coordinator Preschool Coordinator School Administration District Instructional Coaches	SRCL Grant \$3,000  Title I \$3,900

		*Library Books will be provided to elementary to promote literacy in accordance to the district literacy plan.	Erickson Math Training Sign-in and Agenda	Teachers RTC	Erickson Math Training No Funding
		<p><b>Child Find Consultant</b> The consultant will locate and refer students with disabilities to early childhood settings and assist in transitioning students to structured settings and increase kindergarten readiness.</p> <p><b>Literacy Special Education Consultant</b> The consultant will service mainly the three elementary schools to monitor reading instruction and the progress monitoring of reading instruction.</p>	Master Schedules Brigance and other K Readiness Data	July 1, 2020 - June 30, 2021  School Administration DoSE SBDM	IDEA B \$56,000  IDEA B \$56,000
		<p><b>Title I Teacher</b> Federal funds provide students with smaller class sizes which provides more opportunities for interventions and smaller student-to-teacher ratios.</p>	Increase in proficiency in KPREP, Universal Screeners, Formative and Summative Assessments	July 1, 2020 - June 30, 2021  Director of Federal Programs Instructional Coaches	Title II \$71,386 (includes fringes)
		<p><b>Scott Trimble - Kentucky Association of Assessment Coordinators Conference</b> School and District Administration/Instructional Coaches/Counselors will attend the virtual conference to learn new information for school improvement, assessment and accountability, and/or novice reduction. The district will partner with Regional Continuous Improvement Staff (Novice Reduction Coaches) as needed.</p>	Certificates Sign-Ins Agendas EILA	October 26-27, 2020  District Assessment Coordinator Building Assessment Coordinator School Administration Director of Curriculum and Instruction Director of Federal Programs School Administration	Title I Part A \$450

		<p><b>Content/Grade Level PLCs with a focus on SRCL Models</b>  School administration/Instructional coaches/teachers will meet, as COVID19 rules and regulations allow, to analyze data and discuss ALM student work samples and lessons. The PLCs will take place on set aside district planning days throughout the year, planning time, on Non-Traditional Instruction Days, etc...Trends, strategies, strengths and weaknesses will be discussed and instructional changes and professional development/learning will take place as necessary.</p>	Sign-Ins Agendas	July 1, 2020 - June 30, 2021  School Administration Teachers Instructional Coaches	No Funding Needed
		<p><b>Title I and II Instructional Coaches</b>  Title I and II Instructional Coaches will provide extra support to teachers across all grade levels and content areas. Instructional coaches will serve as a resource for professional learning, lesson support, data analysis, and instructional strategies/approaches. Instructional coaches will also be available for mentoring opportunities, to model lessons and strategies, and to facilitate PLCs.</p>	Sign-Ins Agendas PLCs	July 1, 2020 - June 30, 2021  Director of Federal Programs	Title I Part A \$80,747 (includes fringes)  Title II \$81,847 (includes fringes)
		<p><b>Google Classroom Professional Learning</b>  Teachers across the district will be provided Google Classroom Training by a Google Certified Trainer. Teachers will be expected to create virtual lessons using Google Classroom in the event of future school closures, as well as, using it during in-person classes to enhance their learning.</p>	Google Classroom Participation	Summer 2020  Director of Curriculum and Instruction Director of Federal Programs Google Certified Trainer School Administration	Title IV  \$1,295.00
	<b>KCWP 3 Design and Deliver Assessment Literacy</b>	<p><b>Balanced Assessments</b>  *Formative Assessment - Teachers will develop and implement multiple formative assessments to guide instruction for mastery of state standards.</p>	Observations/ Walkthroughs Final products Increased proficiency assessment data	July 1, 2020 - June 30, 2021  Director of Curriculum and Instruction School Administration Instructional Coaches Teachers	No Funding

		*Summative Assessment - Teachers will develop and conduct summative assessments throughout the year to assess mastery of state standards.			
<b>KCWP 4 Review, Analyze and Apply Data</b>		<b>Common District Benchmark District Initiative</b> Common District Benchmark Assessment Platform - Provide Research/Evidence-based benchmarking (easyCBM K-2/MAP 3-8/tru Score 9-11) and progress monitoring system Benchmarking will provide schools and the district with research/evidence-based data. Results will be analyzed and used to guide instruction, intervention, and professional learning, coaching, and consulting. The plan is to administer once in January and once prior to state testing.	MAP, easyCBM, and Mastery Prep, and tru Score data If we are back in school in person and can administer	July 1, 2020 - June 30, 2021 Director of Federal Programs Director of Curriculum and Instruction Director of Striving Readers Comprehensive Literacy Grant	Funding to be determined if we are back in school and can purchase at a prorated cost
		<b>District Initiative - Literacy Improvement</b> Provide Multi-Year license for Lexia and Reading Plus which are online supplemental curriculum and intervention program(s) including Spanish versions for non-English speaking or non-reading Hispanic students. This program will impact the learning and intervention of all Russell County K-12 students.	MAP, easyCBM, MAP Skills, myLexia, Reading Plus, Mastery Prep, and Teacher Data	July 1, 2020 - June 30, 2021 School Administration Director of Federal Programs Director of Federal Programs Director of Curriculum and Instruction RTI Teachers  MAP – TBD for 2020-2021	MAP – TBD for 20-21  Multi-year license paid for in 18-19 and 19-20 with SRCL funds  2020-2021 ESS - RCMS \$11,000
		<b>Monitoring of Student Progress</b> The effectiveness of ELA and math interventions will be monitored by the analysis of student performance on district benchmarks given three times per year and student achievement in the classroom. Student performance on individualized reading and math technology programs that are based on student needs will be monitored. Individual student progress will be entered and	Progress Monitoring Data	July 1, 2020 - June 30, 2021 School Administration Teachers RTI Teachers ESS Coordinator	No Funding

		tracked by the teacher, RTI teacher, counselor, and/or school administration.			
		<p><b>Positive Behavior Intervention System (PBIS)</b> Continue implementation of PBIS which supports schools and districts to build capacity for implementing a multi-tiered approach to social, emotional, and behavioral support. Schools will use this system to improve the effectiveness, efficiency and equity of schools and to improve social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.</p> <p>*Behavior Monitoring- School-Wide Information System - SWIS RSES, JES, RCMS SWIS is a web-based Discipline Incident Collection Tool, web-based data entry system utilized to help identify patterns in behavior. SWIS allows schools to easily collect and analyze behavior data around school climate.</p>	Decrease in Discipline Referrals as documented in Infinite Campus	July 1, 2020 - June 30, 2021  DoSE School Administration	<p>AVERY State Funded</p> <p>Incentives \$1,000</p> <p>SWIS IDEA B \$425 Per School</p>
		<p><b>WIDA/ACCESS Assessments</b> The WIDA test is given and scored at the school level as a one-time screener to all new students who indicated on the demographic sheet that another language other than English was spoken in the house (within two weeks of their arrival). This screener allows district personnel to see whether a student is an English-language learner and what types of services are subsequently needed. The Access test is an annual state mandated, computer-based test that measures a student's English ability in four areas: listening, reading, speaking and writing.</p>	Data from WIDA/ACCESS Assessments  State Assessment Data	July 1, 2020 - June 30, 2021  District Assessment Coordinator Director of Federal Programs EL Teacher	State Funded
	<b>KCWP 5</b>	<b>Providing Interventions/Daytime Waiver</b>	Progress Monitoring Data	July 1, 2020 - June 30, 2021	<b>Title I</b>

	<p><b>Design, Align and Deliver Support</b></p>	<p>Tiered interventions will occur in the classroom, small groups, and individually across all schools. Additional certified and classified staff will assist with the delivery of interventions. Intervention resources will include, but not limited to, easyCBM Progress Monitoring, MAP Skills, MAP to KHAN, Accelerated Reader, IXL, Lexia, Reading Plus, Daily Oral Language, Leveled Literacy Intervention (LLI), Orton Gillingham Reading, Reading A-Z, Step Up to Writing, Barton Reading, Spelling, and Writing, Florida Center for Research, Quick Reads, Journeys Cold Reads, STAR Reading, STAR Early Literacy, Journeys Phountas Guided Reading/Leveled Readers, ReadWorks, Dolch Lists, Road to Reading, Accelerated Reader, Symphony Math, Fluency and Automaticity through Systematic Teaching with Technology(FASTT Math), Number Words, Xtra Math, Prodigy Math, Coach Book, Engage New York, Khan Academy; For Behavior, Check in Check out, Positive Approach to Student Success (PASS), and Positive Behavioral Interventions and Support (PBIS).</p>		<p>Director of Federal Programs ESS Coordinator School Administration RTI Teachers</p>	<p>RSES \$33,328  JES \$33,496  SES \$33,328  <b>ESS</b> RSES \$18,964  JES \$10,436  SES \$9,356</p>
	<p><b>TeachTown</b> TeachTown is an online social skills technology-based curriculum program for special education students. It is designed to improve the academic, behavioral, and adaptive functioning of students with disabilities.</p>		<p>TeachTown Reports</p>	<p>July 1, 2019 - June 30, 2020  DoSE Teachers</p>	<p>IDEA B \$17,000</p>
	<p><b>Schedule Review</b> Master schedules will be reviewed at each school with respect to opportunity and access for all students. Adjustments will be made as needed and noted for future year planning.</p>		<p>Strategic Master schedule; increase in student proficiency</p>	<p>July 1, 2020 - June 30, 2021  School Administration SBDM</p>	<p>No Funding</p>
	<p><b>BOUNCE</b></p>		<p>Attendance/ Behavior Reports</p>	<p>July 1, 2020 - June 30, 2021</p>	<p>No Funding</p>

		Russell County Staff will attend training about Adverse Childhood Experiences (ACEs) and learn about the traumatic or stressful events that occur prior to the age of 18. ACEs cause toxic stress, which can harm a child's brain. Toxic stress may cause problems with behavior, learning and even making friends. Staff will learn strategies to help identify ACEs and what to do to help the child become resilient.	(Increase in attendance/ decrease in behavior events)  Climate Surveys	Superintendent Jefferson Co BOUNCE Coalition School Administration Teachers Director of Professional Development Director of Federal Programs	
	<b>KCWP 6 Establishing Learning Culture and Environment</b>	<b>Supportive Services for Students</b> Family Resource Youth Service Center (FRYSC), and EL Staff will collaborate with the school, families, homeless situations, and outside agencies to provide basic needs such as, but not limited to, school supplies, nutrition, health services, counseling services, translation services, and other academic support services to reduce barriers to learning. Kevin Williams' Concert is a community fundraiser that aids in supporting our local FRYSC. Various Parent, Teacher, Student, and Community Stakeholder Surveys will be conducted throughout the year and results analyzed to offer needed support and make decisions. Collaborate with local and community agencies to provide holiday helpline, back to school bash, dental/health services, and the Backpack program.	Survey Data, Communication Logs	July 1, 2020 - June 30, 2021  Director of Federal Programs Director of Pupil Personnel School Administration FRYSC Staff	Title I \$8,000  FRYSC \$33,810
		<b>New Teacher/Principal Mentoring/Professional Learning</b> The district will provide support/professional learning/training to develop their understanding of expectations in Kentucky's Framework for Teaching and in successful implementation of the domains (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities). The district/schools will tailor the content and method	Sign-Ins Agendas Walkthroughs Observations	July 1, 2020 - June 30, 2021  Director of Federal Programs Director of Curriculum and Instruction School Administration DoSE	Title II \$1,200  IDEA B \$1,000

		of delivery based on needs. New teachers, including preschool and special education teachers may be assigned a mentor teacher in the building to help support them throughout their first year.			
		<p><b>Stakeholder Survey Analysis</b>  Various Stakeholder Surveys will be conducted throughout the year to allow all stakeholders a voice in education, culture and climate. Surveys conducted include, but are not limited to, Culture and Climate Survey, Title I Survey, Student Perception Surveys, Teacher Surveys, Program Surveys, etc... Results of these surveys will be analyzed to help district and school administration to make needed/necessary changes.</p>	Survey Results	July 1, 2020 - June 30, 2021	Title I Part A \$350
		<p><b>Parent &amp; Family Engagement</b>  (as COVID19 rules and regulations allow)  Schools will implement strategies focused on increasing parent involvement at school/community events. Some strategies may include, but are not limited to, social media outlets that increase awareness of events happening at school, parent nights with multiple sessions that parents and students can attend to learn strategies and skills that support children at home, Read Across America, posting educational links and activities on school websites that parents can use with their kids, showcase educational programs and opportunities at sporting events to increase parent awareness, FRYSC Wee School, Remind text messages, School Messenger System, etc..</p>	School and District Events Sign-Ins Agendas Educational Newsletter for Preschool Parents Preschool- Parent Connections and Reading Connections	July 1, 2020 - June 30, 2021	Title I Part A \$11,621  IDEA B \$450
		<p><b>Evaluation Plan Revision</b>  The 50-50 Committee will meet to revise/edit the district's Certified Evaluation Plan to be in compliance with revised state regulations and approved by the local Board of Education and the Kentucky Department of Education.</p>	Sign-Ins Agendas	Spring 2021	Title II \$400

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Russell County Schools will increase the overall Separate Academic Indicator at the **elementary** to 79.1%; at the **middle school** to 66.9%; and the **high school** to 59.7% by May 2021 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>All school-wide strategies and activities under Proficiency Goal also apply to Separate Academic Indicator as they apply to all content areas.</b>					
Objective 1 Increase the Separate Academic Indicator at the elementary from 77.1% to 79.1%, at the middle school from 64.9% to 66.9%, and at the high school from 57.7% to 59.7% by May 2021 as measured by the state assessment.	<b>KCWP 1            Design and Deploy Standards</b>	<b>Monitoring of Science, Social Studies and Writing Curriculum</b> Observations and walkthroughs will occur throughout the year to monitor the implementation of curriculum focused on standards and evidence-based instruction and strategies, including literacy strategies and strands (reading, writing, speaking and listening) into science, social studies, and writing instruction. Walkthroughs and observations will focus on, but not limited to, teacher and student engagement, lesson plans, classroom management, student friendly learning targets, formative/summative assessments, questioning techniques, student interaction, connections, modeling, use of technology, and instructional activities.	Walkthroughs Observations Lesson Plans	July 1, 2020 - June 30, 2021  School Administration	No Funding
		<b>Writing</b> Writing Across the Curriculum/ On Demand Writing/Constructed Response *K-12 students will be engaged in regular activities including writing to learn and writing to demonstrate learning across the curriculum, including but not limited to, constructed response (short answer and extended response). Writing for publication will occur with different modalities of writing across	Lesson Plans Walkthroughs Observations	July 1, 2020 - June 30, 2021  School Administration Teacher	No Funding

		grades and contents including feedback, rubrics, and scoring guides, and will be completed in compliance with the district writing policy.			
		<b>Professional Learning for Content Standards</b> Science, Social Studies, and Writing teachers will be offered professional learning activities/curriculum planning time throughout the year.	Sign-Ins Agendas Student Data Mastery of Standards	July 1, 2020 - June 30, 2021  School Administration Teachers Director of Professional Learning Instructional Coaches	Title I \$26,440
<b>KCWP 2 Design and Deliver Instruction</b>		<b>Science Through Course Tasks</b> *At the elementary level, students will participate in a minimum of three Through Course Task (TCT) assessments. Teachers will follow district protocol to collaborate prior to and after tasks, submitting student evidence and feedback. Training and support will be provided as needed to help teachers and students understand the purpose and process of the TCT and to use the data generated to inform instruction.	Submission and feedback of completed Through Course Task	July 1, 2020 - June 30, 2021  District Assessment Coordinator Director of Federal Programs Supervisor of Curriculum and Instruction School Administration Science Teacher Leads	No Funding
		<b>MAP Growth Assessment</b> (if we are back in person) *Grades 4 and 7 will be assessed in Science through MAP Growth to guide instruction.	MAP and KPREP Science Data	Director of Federal Programs Director of Curriculum and Instruction School Administration Science Teacher Leads	Funding Previously Mentioned
		<b>Science, Social Studies, Writing Curriculum Development</b> Teachers will be offered time out of the classroom to design standards-based instruction, activities, assessments, etc... (when we are back in school or could be completed virtually)	Lesson Plans Curriculum Maps Walkthroughs	July 1, 2020 - June 30, 2021	Title I Part A Funding Previously Mentioned (Subs)

		<p><b>Project Lead the Way (PLTW)</b>  PLTW Engineering empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.</p> <p>*Laser Engraver for PLTW</p> <p>*PLTW Milling Machine</p>	<p>Increase in student program participation</p>	<p>July 1, 2020 - June 30, 2021</p> <p>RCBS School Administration  PLTW Teacher  Director of Federal Programs  District CTE Coordinator</p>	<p>Title IV  \$18,233</p> <p>Title IV  \$16,273</p> <p>Title IV  \$16,950</p>
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### 3: Growth

Goal 3 (State your growth goal.): Russell County Schools will increase the Growth Indicator Rating at the **elementary** from 65% to 67% and at the **middle school** from 55.5% to 57.5% by May 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b><i>All school-wide strategies and activities under Proficiency Goal and Separate Academic Indicator also apply to our Growth goal as they apply to student's academic growth.</i></b>					
<p>Objective 1 Russell County Schools will increase the Growth Indicator Rating by a minimum of 2% as measured by the state assessment by May 2021.</p>	<p><b>KCWP 2 Design and Deliver Instruction</b></p>	<p><b>High Expectations for All</b> Students in K-12 will be provided with rigorous instruction from highly qualified teachers. High expectations will be set by teachers in all course work at the elementary, middle, and high school, including but not limited to Dual Credit, AP, Pre-College Prep, College Prep, CTE, Gifted/Talented classes.</p>	<p>Curriculum Maps Lesson Plans Walkthroughs Observations  Increase in Growth Indicator, Graduation Rate, and Transition Readiness</p>	<p>July 1, 2020 - June 30, 2021</p>	<p>Funding previously mentioned</p>
		<p><b>Wicker Quinn Family Foundation Grant</b> 1) In June, the Wicker Quinn Family Foundation sponsored two students from Russell County to virtually attend "SCATS" (a summer camp at WKU). These students were recognized during September's board meeting. Both students had a wonderful experience and are looking forward to next year's camp!  2.) For the month of September and October, the Wicker Quinn Family Foundation sponsored a total of 7 students to virtually participate in The Center of Gifted Studies' Super Saturday sessions. One of the students had so much fun during the September sessions that she wanted to participate again in the October sessions. She was also one of</p>	<p>Data from program report  Extended opportunities for identified students  Growth on benchmark and state assessments</p>	<p>July 1, 2020 - June 30, 2021  Wicker Quinn Donors Superintendent Director of Curriculum and Instruction Gifted and Talented Teachers</p>	<p>Wicker Quinn Family Foundation Grant  \$75,000</p>

		<p>the students that attended the spring sessions. Her mom stated that because of the Super Saturday opportunities, her daughter now wants to attend college at WKU. These students will be recognized at an upcoming board meeting. We also had a junior gifted student that virtually attended the "Young Women Lead Live!" conference that focused on the formula "Talents + a Cause = Change". She, too, will be recognized at an upcoming board meeting.</p> <p>Equipment/Enrichment Activities</p> <p>4.) The funds from the Wicker Quinn Family Foundation will now be used to purchase needed materials for the 3-D printer so that our students can explore and experience the latest technology in printing. We are also looking at purchasing Virtual Reality devices for our students to experience. Our students had expressed interest in this field after attending math/science workshops hosted on Somerset Community College's campus.</p> <p>Field Trips</p> <p>5.) Field trips look a little different this year. Therefore, Mrs. Susie and I are working on providing our students with access to virtual field trips. Our 5th grade gifted students, as well as our gifted Visual &amp; Performing Arts students virtually attended "The Witch's Carnival" performed by the Louisville Ballet.</p>			
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#### 4: Achievement Gap

Goal 4 (State your achievement gap goal.): Russell County Schools will increase proficiency in reading and math at the elementary, middle, and high school 2% from 2019 to 2021 as measured by the state assessment in reported GAP groups - Students with Disabilities, English Language Learners, and Students Economically Disadvantaged.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>All school-wide strategies and activities under Proficiency Goal also apply to our Achievement Gap goal as they include students identified in the our gap areas.</b>					
<b>Objective 1</b> Increase the percentage of students identified in reported GAP Groups scoring proficient/distinguished in reading by 2% and in math by 2% as measured by the state assessment in May 2021.	<b>KCWP 2</b> <b>Design and Deliver Instruction</b>	<b>Collaboration/Co-Teaching in Reading/ELA and Math</b> Regular Education, Special Education Teachers, EL Teachers, etc...collaborate to ensure students who are identified with disabilities, EL, Free/Reduced, Hispanics are receiving individualized instruction based on student needs.	PLC/Planning Day Signs-Ins Agendas Common Planning Time GRREC Virtual Session Attendance and Sign-ins	July 1, 2020 - June 30, 2021 DoSE School Administration Instructional Coaches Director of Federal Programs	No Funding
		<b>English Language Learners</b> Students will be provided with access to a certified EL teacher and/or instructional assistants to aid them in attaining English Proficiency. This teacher will also provide interpretation/translation, including but not limited to, assignments, readings, assessments, school to home, and home to school information as needed. EL teachers will be in attendance to school academic events when needed.	Increase in English Language Learners attaining proficiency	July 1, 2020 - June 30, 2021  Director of EL Program Director of Federal Programs EL Teacher School Administration	Title I Part A \$36,259 (.5 FTE certified EL teacher including fringes)  Title III \$12,064 (.48 FTE salary for EL instructional assistant including fringes)
		<b>Elementary Special Education Consultant/Reading Specialist(or MA in Reading)</b> The consultant will focus on working with elementary special education teachers to select materials, programs, and strategies to improve reading instruction/increase students' reading skills. Closing the gap at the elementary level should narrow and	Increase in reading scores	July 1, 2020 - June 30, 2021  DoSE	IDEA B  \$60,000

		subsequently narrow the gap at the middle and high schools.			
		<p><b>Equitable Access to Effective Educators</b>  The school/district will:  *ensure that all students regardless of sub group, have equitable access to effective educators.  *provide mentoring/consultation/modeling/ monitoring/training for teachers who have obtained degrees via the Alternative Certification route by hiring an additional skilled, highly-recommended Elementary Special Education Consultant/Reading Specialist to assume these duties.  *ensure teachers have access to instructional coach for additional support.  *provide resources, mentoring, professional learning, professional resources, support new teaching, develop teachers, and change assignments to build teacher effectiveness and confidence.  *provide stipends for mentors, mentored, and other content teachers to improve teaching.  *provide for other needed professional learning (travel &amp; registration) for all teachers in all content areas.</p>	Novice Reduction SBDM Equitable Access Diagnostic Approval District Equitable Access Diagnostic Sign-Ins Policies Mentoring Logs	July 1, 2020 - June 30, 2021  Director of Federal Programs School Administration Instructional Supervisor Director of Curriculum and Instruction Instructional Coaches DoSE	IDEA B Funding Previously Mentioned  Title II & III \$1,307 (Registration Fees)
		<p><b>Special Education Instructional Rounds</b>  Director of Special Education, Special Education Consultants and special and regular education teachers will take part in instructional rounds to observe strategies to increase student growth geared toward students with disabilities.</p>	Increased growth in students identified with disabilities.	July 1, 2020 - June 30, 2021  DoSE Special Education Teachers Regular Education Teachers Special Education Consultant	IDEA B \$2,000

<b>KCWP 5 Design, Align and Deliver Support</b>	<b>Interventionists</b> Highly Qualified personnel work with any student who is in danger of not meeting benchmarks, passing courses, credit recovery, etc. Students receive one-on-one and small group instruction to help them improve deficit skills and reduce the barriers to learning.	Novice Reduction Academic Support Data Analysis	July 1, 2020 - June 30, 2021  Director of Federal Programs School Administration Instructional Supervisor EL Coordinator	Funding Previously Mentioned
	<b>Extended School Services</b> ESS Before/After school tutoring is provided to all students. Additional funding through ESS will be provided based on student need. Opportunities are also available in the summer through ESS for students needing these services at the high school.	Student Sign-Ins Increased growth on State and District Benchmark Data	July 1, 2020 - June 30, 2021  District ESS Coordinator School Administration School ESS School Coordinators/Teachers	ESS \$13,133 (ESS/Summer School)
	<b>Extended School Year</b> Students in need of an extended school year will receive one-on-one services from Special Education teachers.	Sustainment of acquired skills	July 1, 2020 - June 30, 2021  DoSE	IDEA B \$5,000
	<b>Provide/Offer Professional Learning/Training to Increase Effectiveness of Strategies used with Students in Gap Groups in Reading and Math</b> *Special Education Virtual Conference *Continuous Improvement Summit *EL Trainings/Meetings *PD pertaining to English Learners *GRREC Trainings/Professional Learning *Other local, district, or regional trainings	Sign-Ins Agendas Certificates  MAP Growth and MAP Skills Data	July 1, 2020 - June 30, 2021  Director of Federal Programs Director of Professional Development DoSE Instructional Coaches EL Coordinator	Title I \$26,440 (previously mentioned)  IDEA B \$3,600
	<b>Response to Intervention</b> *Any Student falling below 20 <sup>th</sup> percentile will receive Tier II interventions in reading and/or math in RTI. Tier I students at risk of not meeting standards will receive interventions from regular classroom teachers. Targeted	Data from reports of programs used  Increase in mastery of skills	July 1, 2020 - June 30, 2021  Director of Federal Programs EL Coordinator RTI Coordinator DoSE	Funding Previously Mentioned

		<p>students in GAP groups receive specially designed reading and math instruction, in addition to the core, funded through Title I Interventions. Interventions are scheduled with a certified teacher and include, but not limited to, easyCBM Progress Monitoring, MAP Skills, Lexia, Reading Plus, Daily Oral Language, Leveled Literacy Intervention (LLI), Orton Gillingham Reading, Reading A-Z, Step Up to Writing, Barton Reading, Spelling, and Writing, Florida Center for Research, Quick Reads, Journeys Cold Reads, STAR Reading, STAR Early Literacy, Journeys Phountas Guided Reading/Leveled Readers, ReadWorks, Dolch Lists, Road to Reading, Accelerated Reader, Symphony Math, Fluency and Automaticity through Systematic Teaching with Technology(FASTT Math), Number Words, Xtra Math, Prodigy Math, Coach Book, Engage New York, Khan Academy; For Behavior, Check in Check out, Positive Approach to Student Success (PASS) and Positive Behavioral Interventions and Support (PBIS).</p>	<p>Increase in proficiency on district and state assessments</p>	<p>School Administration RTI Teachers Regular Classroom Teachers Interventionist</p>	
		<p><b>Supportive Services for At Risk Students in Reading and Math</b> *FRYSC, EL, and Migrant Staff will collaborate with the school, families, and outside agencies to provide basic needs, such as, but not limited to, school supplies, nutrition, health services, counseling services, translation services, and other academic support services to reduce barriers to learning. Collaboration will occur with local and community agencies to provide holiday helpline, back to school bash, dental/health services, and the BackPack program.</p>	<p>Student Services Documentation Records</p>	<p>July 1, 2020 - June 30, 2021  Director of Pupil Personnel Director of Federal Programs School Administration FRYSC Staff</p>	<p>Funding Previously Mentioned</p>

		<p><b>Laker Success Academy (High School)</b>  Students in the Laker Success Academy will meet with a committee that sets a personalized schedule of learning based on each individual's needs. Schedules will vary from students being in class all day to students who are in unique situations and may not have as much actual class time at school. Each schedule is personalized and based on a per person situation. Special Education teacher is on site to offer assistance to students with specially designed instruction.</p>	Graduation Rate Meeting Notes Student Report Cards Benchmark/ACT Data	July 1, 2020 - June 30, 2021  High School Administration Counselor Director of Federal Programs Director of Curriculum and Instruction Instructional Supervisor DoSE	SEEK Add On \$52,000
<b>KCWP 6  Establishing Learning Culture  and Environment</b>	<p><b>School Resource Officers (SROs)</b>  SROs support positive learning cultures by providing preventative services through counseling and mentoring, teaching positive behavior strategies, supporting behavior interventions, and promoting safety and security on our school campuses.</p>	Safety Data Behavior Referrals in Infinite Campus	July 1, 2020 - June 30, 2021  Director of Pupil Personnel School Administration Director of Federal Programs Director of Business Operations	Fund I \$14,715  Fund II \$15,949  Fund II Safe Schools \$56,465  Title IV \$43,751	
	<p><b>Preschool Screening</b>  Days are set aside for 6 preschool teachers, 12 aides, and other district staff to conduct preschool screening for students entering preschool.</p>	Screening Data	Spring 2020 Director of Preschool/Consultant Preschool Teachers Preschool Aides	IDEA B \$3,060	
	<p><b>Policies, Procedures, and Programs</b>  *Policies, programs and procedures are in place for students that ensure schools are culturally responsive, barrier-free, safe place to learn skills/standards in reading/ELA and math.  *Parent communication and involvement in</p>	Policy Completion Communication Logs	July 1, 2020 - June 30, 2021  Superintendent DPP School Administration SBDM Councils	No Funding	

		policies, programs, and procedures is supported and encouraged.			
		<p><b>English Learners Instructional Supports</b>  *Resources will be provided to support the instructional needs of EL students, such as, but not limited to, bilingual dictionaries, picture dictionaries, bilingual reading materials, technology, etc...  *Instructional assistants will be provided as support for English Learners with the greatest needs as determined by the WIDA ACCESS and W-APT results.</p>	Implementation of Program Services Plan	July 1, 2020 - June 30, 2021	Title III \$1,800
		<p><b>English Learners Parent Communication and Engagement</b>  *EL Coordinator and Assistants will encourage communication and engagement with parents by contacting them personally about school activities, inviting them to events, and offering to translate if needed at the events (open house, conferences, parent nights, etc.) Teachers and EL Coordinator and/or EL Assistants will work together to translate notes home.</p>	EL Coordinator Log Sheet Parent –Teacher Conference sign ins	July 1, 2020 - June 30, 2021	Title I \$500
		<p><b>Chronic Absenteeism Plan</b>  Attendance teams at each school are utilizing the Chronic Absenteeism Report to target interventions for students who have already missed 10% or more of instruction this school year. Each student and/or family received a personal contact from one of the committee members who offered assistance in addressing</p>	Chronic Absenteeism/ Attendance Report	July 1, 2020 - June 30, 2021	No Funding

		the issues that were causing the student to be absent.			
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## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): Russell County Schools will increase Transition Readiness from 85.8% to 87.8% by May 2021 as measured by criteria set forth by the Kentucky Department of Education.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Russell County Schools will increase Transition Readiness from 85.8% to 87.8% by May 2021 as measured by the criteria set forth by the Kentucky Department of Education.	KCWP 2 Design and Deliver Instruction	<b>Tech Ready Apprentices for Career in Kentucky (TRACK) and the Skilled Trade Track Apprenticeship Programs</b> Russell County Schools have partnered with several local businesses and industries to offer on the job training, courses, experience, and wages while still in high school for students who wish to pursue the workforce after graduation. These apprenticeship programs will increase the students' employability as they enter the workforce. Employment specialist will work with students with disabilities to connect them to vocational rehab following graduation.	Increase in the number of students who earn certifications	July 1, 2020 - June 30, 2021  Superintendent Transportation Director ATC Principal and Staff Local Business Owner/Operators DoSE	Fund 1 \$5,550  IDEA B \$18,500
		<b>Mastery Prep ACT Daily Practice</b> *Bellringers are utilized each day as a spiral review for students to help prepare for the ACT.	Increase in scores on ACT Lesson plans	July 1, 2020 - June 30, 2021  Principal Teachers	\$2,500 (Funding Previously Mentioned)
	KCWP 3 Design and Deliver Assessment Literacy	<b>CTE End-of-Program Assessment (Previously KOSSA)</b> *Many areas provide reviews for their end-of-program assessments to help increase student pass rate and increase transition readiness.	Increase in pass rate of end-of-program assessments	July 1, 2020 - June 30, 2021  School Administration CTE Teachers	No Funding

	<p><b>KCWP 4</b> <b>Review, Analyze and Apply Data</b></p>	<p><b>District Benchmark Testing</b> *Tru Score testing is completed to measure academic growth of students and translate scores to ACT scores at the high school.</p>	<p>Increase in student performance on state-required testing Tru Score/ACT data reports</p>	<p>July 1, 2020 - June 30, 2021  Director of Curriculum and Instruction Director of Federal Programs School Administration Teachers Instructional Coach</p>	<p>TBD</p>
	<p><b>KCWP 5</b> <b>Design, Align and Deliver Support</b></p>	<p><b>ACT Boot Camp</b> *The ACT Boot Camp is provided to juniors prior to the state mandated test. They will learn time management and test-taking strategies during the boot camp.</p>	<p>Increase in the number of students meeting benchmarks</p>	<p>March 2020 Director of Curriculum and Instruction Director of Federal Programs School Administration</p>	<p>ESS \$3,800</p>
		<p><b>Career Pathways</b> *A wide array of career pathways are available in the high school and at the local area technology center leading to program completion, passing end-of-program assessments, and career readiness. The high school contains pathways in four different areas and the local area technology center contains seven program areas. Students who have earned the required amount of courses have the option of applying for a Co-Op opportunity.</p>	<p>Increase in the number of students passing end-of-program assessments and career readiness</p>	<p>July 1, 2020 - June 30, 2021  Instructional Supervisor CTE Teachers (high school and ATC) School Administration</p>	<p>No Funding</p>
		<p><b>Industry Certifications</b> *Industry Certifications are offered in all seven areas at the high school and local area technology center which help students achieve career readiness.</p>	<p>Increase in students getting Industry Certifications</p>	<p>July 1, 2020 - June 30, 2021  RCHS Principals RCHS Teachers ATC Principal ATC Teachers</p>	<p>Perkins \$1,500</p>

	<b>KCWP 6 Establishing Learning Culture and Environment</b>	<b>Operation Preparation</b> *This event is held yearly and provides transitional services for 8th grade students preparing to enter high school to give them the opportunity to gain insight about the various career pathways available for pursuing at the high school and the area technology center.	Increase transition readiness	July 1, 2020 - June 30, 2021  High School and ATC Administration CCR Counselor Teachers	No Funding
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## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): Russell County Schools will increase the current graduation rate of 95.9% to 97.9% as measured by criteria set forth by the Kentucky Department of Education by May 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Russell County School District will increase the current graduation rate of 95.9% to 97.9% by May 2020.	KCWP 2 Design and Deliver Instruction	<b>Career Exploration and Soft Skill Development/Expansion</b> Many seniors participate in the Work Ethics Seal Program to help equip them with soft skills needed to meet the workforce and postsecondary life upon graduation.	Increase in students completing work ethic seal programs	July 1, 2020 - June 30, 2021  Superintendent College and Career Ready Counselor	No Funding
		<b>WIN Learning</b> Students of Russell County High Schools will be offered Kentucky Essential Skills Courseware provided by the Lake Cumberland Area Development District through WIN Learning. Students will also take the soft skills course assessment through this program as well.	Program Reports	July 1, 2020 - June 30, 2021  LCADD Superintendent	Fund I TBD
	KCWP 4 Review, Analyze and Apply Data	<b>Persistence to Graduation</b> The KDE Persistence to Graduation report will be used to identify students who are at-risk for not graduating on time due to various risk factors. Specific actions individualized to the student will be put into place to help get students back on track for graduation.	Sustainment and/or increase in graduation rate	July 1, 2020 - June 30, 2021  DPP School Administration	No Funding

		<p><b>Personalized Scheduling</b> Students with specific barriers that prevent them from attending school on a regular schedule are offered personalized schedules to accommodate their unique needs for duties at work and/or at home.</p>	Sustainment and/or increase in graduation rate	July 1, 2020 - June 30, 2021  DPP School Administration Counselor Teachers	No Funding
		<p><b>Individualized Learning Plans (ILPs)</b> Students in grades 6-12 will develop and annually review their ILPs. Students will decide and review goals, career exploration, and identify career pathways and coursework. Parents, teachers, students, and community partners will all be included in the process.</p>	Student completion of ILPs and Career Pathways	July 1, 2020 - June 30, 2021  Counselor Teachers	No Funding
	KCWP 5 Design, Align and Deliver Support	<p><b>Credit Recovery</b> Students who are behind, as well as high school students behind in credits, will use Odysseyware to complete courses to catch up to similar age peers.</p>	Sustainment and/or increase in graduation rate	July 1, 2020 - June 30, 2021  Director of ESS School Administration Counselor Teachers	ESS \$12,950
		<p><b>Summer School</b> Summer School is offered to students who have fallen behind on credits as an opportunity to help them graduate on time with their similar age peers.</p>	Sustainment and/or increase in graduation rate	July 1, 2020 - June 30, 2021  Director of ESS School Administration Counselor Teachers	ESS \$5,000

		<p><b>Laker Success Academy</b> Students who are in need of alternative school schedules due to extenuating circumstances will attend the academy so that they may continue to complete required coursework and credits to graduate. Students will use a digital curriculum, Odysseyware, to complete the coursework. Students will have certified teachers to help in assisting them with the coursework.</p>	Sustainment and/or increase in graduation rate	July 1, 2020 - June 30, 2021  School Administration Counselors Teachers	Funding Previously Mentioned
KCWP 6 Establishing Learning Culture and Environment	<p><b>Parent Support</b> Various messages are sent through the School Messenger system to help keep parents informed. Additionally, other media outlets such as the radio, email, and newspaper, as well as, social media platforms are used to help communicate with parents. Parent Newsletters are also used as a form of communication to parents throughout multiple programs.</p>	Increase of parent involvement Parent Survey Letters	July 1, 2020 - June 30, 2021  School Administration DPP	No Funding  IDEA B \$250	
	<p><b>Parent Involvement</b> Various parent opportunities are held to assist parents with items leading to transition, such as: *Paying for College 101 *FAFSA Prep Night *College Admissions Night</p>	Increase of parent involvement	July 1, 2020 - June 30, 2021  School Administration CRR Counselor Counselor	Title I \$2,596	

7: Non-Traditional Instruction (NTI)

Goal 7: Russell County Schools will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase student internet access and technology device ratio for students from 14 % to 100% in order to provide high quality instruction to students during NTI.	<b>KCWP 5 Design, Align and Deliver Support</b>	<b>Internet Service</b> Provide internet service to students and families for Non Traditional Instruction in the form of MiFi Devices, direct installation of internet service, etc... for equitable access to internet and instructional opportunities.	Purchase Orders  Reliable internet provided and installed at student homes	July 1, 2020 – June 30, 2021  Superintendent Chief Information Officer Finance Director	Last Mile Fund TBD  Duo County \$10,000
		<b>Technology</b> To support classroom and virtual leaning, students in grades 2 – 12 were provided with a Chrome Book. This 1 to 1 ratio, will provide our students with a seamless transition from in-person classes to learning from their teachers on-line using Google Classroom and other Google Apps.  Teachers were also provided with a Chrome Book to ensure that virtual instruction is provided to students during NTI.  Protective cases for each Chrome Book will also be provided.  Teacher Webcams for classroom teacher stations were purchased to aid in live teaching sessions during NTI.	Purchase Orders  Increase in mastery of standards, on line learning and capability to continue instruction and learning	Summer 2020  Superintendent Director of Federal Programs Director of Curriculum and Instruction Chief Information Officer Finance Director	CARES Act Fund  \$763,755
		<b>iPads</b> Students in grades Preschool – 1 <sup>st</sup> grade were provided with iPads in protective cases for NTI and in-class instruction.	Purchase Orders  Increase in mastery of standards, on line learning and capability to	Summer 2020  Superintendent Director of Federal Programs Director of Curriculum and Instruction	Cares Act \$82,320

Goal 7: Russell County Schools will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			continue instruction and learning	Chief Information Officer Finance Director	
		<p><b>Technology Support</b> To provide technology support after regular school hours, students will have access to Tech Help Lines.</p> <p>Two cell phones were purchased for two teachers who will provide the technology support to parents and students after regular school hours.</p>	Students and parents are afforded the opportunity to access technology support help lines to aid in NTI outside of the school day	<p>July 1, 2020 – June 30, 2021</p> <p>Superintendent District Digital Learning Coach Chief Information Officer Director of State Programs Finance Director Superintendent Technology Support Teachers</p>	<p>ESS \$6,000</p> <p>Cares Act Funding TBD</p>
		<p><b>Instructional Resources – Students</b> Funds were used to purchase student educational supplies and resources for in classroom and NTI instruction. Supplies and resources include, but not limited to...</p>	<p>Purchase Orders</p> <p>Increase in mastery of standards, on line learning and capability to continue instruction and learning; and closing of achievement gaps; equitable access</p>	<p>July 1, 2020 – June 30, 2021</p> <p>Director of Federal Programs Director of Curriculum &amp; Instruction/State Programs School Administration Teachers</p>	<p>Title \$6,378</p> <p>ESS \$30,000</p>
		<p><b>District Digital Learning Coach</b> The Digital Learning coach focuses on the planning, implementation, and follow-up training using the latest instructional digital tools (hardware and software) that maximize student learning across all content areas.</p>	Teachers and Staff will be empowered with newly gained technology knowledge and skills to provide equitable educational experiences to	<p>August 2020 – June 30, 2021</p> <p>Superintendent Chief Information Officer</p>	<p>Cares Act \$80,339 (Salary and Fringes)</p>

Goal 7: Russell County Schools will improve Non-Traditional Instruction for the 2020-2021 school year by increasing the number of portable student to device ratio to 1:1 and teacher training on Google Classroom. Furthermore, we will increase student access to various on-line instructional programs and supplies needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><b>Distance Learning Online Study</b>                      Russell County Schools Digital Learning Lab Team will participate in GRREC’s Communities of Practice: Digital Learning Professional Learning Opportunities.                      Participants will:</p> <ul style="list-style-type: none"> <li>➤ Investigate the purpose and need for GRREC Communities of Practice and Design Labs</li> <li>➤ Consider the potential of building relationships and supporting social &amp; emotional learning in a virtual context</li> <li>➤ Explore strategies to engage and support students’ and educators’ learning at their varied levels of need and offer insights regarding district, school, and classroom-level connections</li> </ul> <p>Instructional Coaches and other participants will share with school administration and teachers knowledge gained through this professional learning.</p>	<p>students during in-class and NTI</p> <p>Sign-Ins Purchase Order</p> <p>PLC’s Meeting Agenda’s and Sign-Ins</p> <p>Instructional Support Staff will gain knowledge to support students and teachers during NTI</p>	<p>July 1, 2020 – June 30, 2021</p> <p>Director or Professional Development                      Director Of federal Programs                      Instructional Coaches                      Gifted and Talented Teachers                      Special Education Consultant                      Early Childhood Community Liaison                      DoSE</p>	<p>Title</p> <p>\$600.00</p>

# Russell County Schools

## Reading Trend Data

School	Novice			Apprentice			Proficient			Distinguished			P/D%		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
JES	15.1	20.8	22	26.7	24.1	23.8	40.9	37.3	37.7	17.3	17.9	16.6	58.2	55.2	54.3
RSES	14.2	10.6	9.3	25.9	21.6	24	39.9	44.5	40.3	19.9	23.2	26.3	59.8	67.7	66.7
SES	26.3	21.4	19.5	29.6	29.2	26.2	33.6	34.4	39	10.5	14.9	15.2	44.1	49.4	54.3
RCMS	15.1	14.3	13.3	23.6	20.7	22.2	40.3	39.9	41.5	21	25.2	23	61.3	65.1	64.4
RCHS	*	24.3	44.2	*	30.4	18.9	*	33.2	27.6	*	12.1	9.2	*	45.3	36.9

## Math Trend Data

School	Novice			Apprentice			Proficient			Distinguished			P/D%		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
JES	11.1	11.8	15.7	41.3	38.2	40.8	35.1	32.1	31.8	12.4	17.9	11.7	47.6	50	43.5
RSES	12.7	4.2	5.7	40.8	31.9	28	36.4	43.5	44	10.1	20.3	22.3	46.5	63.9	66.3
SES	21.1	20.8	13.4	38.8	42.9	34.8	35.5	29.9	33.5	4.6	6.5	18.3	40.1	36.4	51.8
RCMS	12.4	8.1	6.7	26.6	36.3	34.2	43.8	38	39.6	17.2	17.5	19.5	61	55.6	59.2
RCHS	*	25.9	34.6	*	35.6	42.4	*	33.8	20.3	*	4.6	2.8	*	38.4	23