

## Russell County School's Comprehensive Improvement Plan for Districts

### Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

### Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

### Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.

- There can be multiple activities for each strategy.

### 1: Proficiency Goal

<p>Goal 1  <b>Russell County Schools will meet the following long term goals for reading and math. Students scoring proficient/distinguished at <i>elementary</i> will reach 65.9% in reading and 59.2% in math, <i>middle</i> school will be 71.1% in reading and 61.6% in math, and the <i>high</i> school will reach 51.3% in reading and 44.4% in math as measured by the state assessment by May 2021.</b></p>		
<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective</b></p> <p><b>Increase Reading and Math Proficiency in grades 3-11 by 2% as evidenced by the state assessment in May 2019. More specifically, in reading at the elementary from</b></p>	<p>KCWP 1 Design and Deploy Standards</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, 2018-June 30, 2019</p> <p>Director of Curriculum and Instruction School Administration Instructional Coaches</p>	<p>Title \$11,000</p>

<p><b>59.9% to 61.9%; middle school from 65.1% to 67.1%; and at the high school from 45.3% to 47.3%. And in <b>math</b> at the elementary from 53.2% to 55.2%, middle from 55.5% to 57.5%, and at the high school from 38.4% to 40.4%</b></p>				District Literacy Specialist	
		<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 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</p>	<p>July 1, 2018-June 30, 2019</p> <p>School Administration  Teachers</p>	No Funding
		<p><b>Program Review Assurances</b>  District and school Program Review Teams will meet to review programs and complete the assurances. Teams will discuss how to make needed improvements to programs and ensure opportunity and access to those programs.</p>	<p>Improvement in reported Opportunity and Access  Program Coordinators  Program Directors  School Administration  School SBDM  Councils</p>	<p>July 1, 2018-June 30, 2019</p> <p>Director of Program Reviews  School Administration  SBDM Councils</p>	No Funding
	<p>KCWP 2  Design and Deliver Instruction</p>	<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 <b>professional learning</b> to implement new research-based literacy programs and evidence-based strategies across the curriculum to increase overall literacy (including all literacy strands-reading,</p>	<p>Sign-ins  Agendas  Professional Learning Logs</p>	<p>July 1, 2018-June 30, 2019</p> <p>Director of Federal Programs  Director of Striving Readers  Literacy Grant</p>	<p>Striving Readers Comprehensive Literacy(SRCL) Grant  \$92,572  (educational consultants,</p>

		<p>writing, speaking and listening) within our community and schools. Instructional Coaches, Teachers, and birth to 5 community partners in Cohort 1 will attend meetings and trainings throughout the 2018-2019 school year to implement these programs and evidence-based strategies, who will then train other teachers while modeling the evidence-based strategies learned to increase sustainability of the grant.</p> <p>*Literacy Programs/Models include <b>Collaborative Center for Literacy Development (CCLD)</b> model for Birth to 5, <b>Artful Reading</b> at the elementary level, and <b>Adolescent Literacy Model</b> at the middle and high schools.</p> <p>*<b>Program Educational Consultants</b> will provide professional learning to the literacy specialist, instructional coaches, and teachers throughout the year to support implementation of the District and School Literacy Plans and the research-based literacy strategies.</p>		<p>Director of Special Education (DoSE) District Literacy Specialist District Instructional Coaches School Administration District/School Literacy Team</p> <p>Cohort I Teachers</p>	<p>professional learning)</p> <p>SCRL Grant \$29,539.50 Title I \$19,000 (travel, stipends, subs)</p>
		<p><b>District Literacy Specialist</b> A district literacy specialist was hired to promote literacy from Birth to Grade 12 in Russell County. The literacy specialist will help organize and attend literacy professional learning and community and school literacy activities, as well as, promote early literacy to community daycare outlets, parents, etc...</p>	<p>Increase in Literacy and Proficiency in reading and writing</p>	<p>July 1, 2018-June 30, 2019</p> <p>Director of Federal Programs</p>	<p>Title I \$73,583</p>
		<p><b>Striving Readers Comprehensive Literacy Supplies and Resources</b> *<b>Materials, consumables, additional kits, and supplies/professional learning supplies</b> will be provided to implement Birth to 5, Elementary, Middle/High Literacy Models and evidence-based strategies.</p>	<p>Increase in Literacy and proficiency in reading and writing</p>	<p>July 1, 2018-June 30, 2019</p> <p>Striving Readers Comprehensive</p>	<p>SRCL Grant \$55,025</p> <p>Title I \$5,240</p>

		<p><b>*Library Books</b> will be provided to elementary/middle/high to promote literacy in accordance to the district literacy plan and to meet the PERKS assessment benchmark of 25 to 1 books per student.</p> <p><b>*Supplemental Books and Resources</b> will be provided to preschools, childcare facilities, and other birth to five organizations and outreach agencies in the community in support of birth to five literacy training. Books will also be provided to at-risk/poverty students to promote high interest reading and additional supplemental curriculum support for implementing Artful Reading at the elementary and the Adolescent Literacy Model at the middle and high schools.</p>		<p>Literacy Grant Coordinator PreSchool Coordinator District Literacy Specialist School Administration District Instructional Coaches Teachers</p>	
		<p><b>Birth to 5 Technology and Tools to Support Literacy Program</b> *Literacy Specialist/Birth to 5 Lead and other CCLD trained staff to provide professional learning with childcare staff, preschool staff, and other Birth to Five agencies and outreach centers to use with other community training sessions with local grant partners.</p>	<p>Increase in Kindergarten Readiness as measured by Brigance Screener</p>	<p>July 1, 2018 – June 30, 2019  SRCL Grant Coordinator PreSchool Coordinator District Literacy Specialist School Administration</p>	<p>SRCL Grant \$10,000 Title I \$10,500</p>
		<p><b>Child Find and Early Childhood Liaison</b> The liaison will locate and refer students with disabilities to early childhood settings and assist in transitioning students to structured settings.</p>	<p>Increase in Kindergarten Readiness as measured by Brigance Screener</p>	<p>July 1, 2018 – June 30, 2019  DOSE Preschool Director</p>	<p>IDEA B \$ 52,000 + Benefits</p>

		<p><b>Collaboration</b> Regular Education and Special Education Teachers will collaborate on a regular basis to adjust students' instructional needs. Teacher Leads at each school will facilitate meetings.</p>	Master Schedules	July 1, 2018-June 30, 2019  School Administration SBDM	IDEA B \$5,500
		<p><b>Classroom Reduction</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, 2018-June 30, 2019  Director of Federal Programs Instructional Coaches	Title II \$54,927
		<p><b>Non-Traditional Instructional (NTI)</b> Non-Traditional Instructional (NTI) is a program that provides quality, standards-based instruction that allows for continuation of learning on days when school would otherwise be cancelled. Assignments are rigorous, aligned to current standards, and offer student-choice versus traditional or digital/on-line lessons and response platforms.</p>	Student/Teacher Participation Percentages	July 1, 2018- June 30, 2019  Principals Teachers Director of Pupil Personnel Director of Federal Programs	No Funding Needed
		<p><b>Novice Reduction/Continuous Improvement Summit</b> Administration/Instructional Coaches/Teacher Leads will attend conferences to learn new information for school improvement and/or novice reduction. The district will partner with Regional Continuous Improvement Staff (Novice Reduction Coaches) as needed.</p>	Certificates Sign Ins Agendas	July 1, 2018-June 30, 2019  Director of Curriculum and Instruction School Administration	Title \$5,000

		<p><b>Content/Grade Level PLC's with a focus on SRCL Models and Evidence Based Strategies</b>  School administration/Instructional coaches/teachers will meet 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>	<p>Sign-ins  Agendas</p>	<p>July 1, 2018-June 30, 2019</p> <p>School Administration  Teachers  Instructional Coaches</p>	<p>No Funding</p>
		<p><b>Title I/IDEA B Instructional Coaches</b>  Title I and IDEA B 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>	<p>Sign Ins  Agendas  PLCs</p>	<p>July 1, 2018 - June 30, 2019</p> <p>Director of Federal Programs  DoSE</p>	<p>Title I  \$185,792</p> <p>IDEA B  \$132,322</p>
		<p><b>Technology</b>  Technology resources will be provided for programs/students to assist in the educational needs of students, including but not limited to, students with disabilities, English Language Learners, Response to Intervention, etc... Resources include, but not limited to, desktops, 18 laptops, 60 iPads, programs, storage carts, etc...</p>	<p>Purchase Orders</p> <p>Increase in technology devices and programs for at-risk students to help reach proficiency</p>	<p>July 1, 2018-June 30, 2019</p> <p>Director of Federal Programs</p>	<p>iPads  \$17,640</p> <p>Title I  \$13,230</p> <p>Title V \$4,410</p> <p>Laptops  \$13,178</p> <p>Carts  \$1,500</p>

	<p>KCWP 3 Design and Deliver Assessment Literacy</p>	<p><b>Balanced Assessments</b> *Formative Assessment Teachers will develop and implement multiple formative assessments to guide instruction for mastery of state standards.</p> <p>*Summative Assessment Teachers will develop and conduct summative assessments throughout the year to assess mastery of state standards.</p>	<p>Observations/ Walkthroughs Final products Increased proficiency assessment data</p>	<p>July 1, 2018-June 30, 2019</p> <p>Director of Instruction School Administration Instructional Coaches Teachers</p>	<p>No Funding</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>	<p>Data from WIDA/ACCESS Assessments</p> <p>State Assessment Data</p>	<p>Jan-Feb 2019 Test Administration April 2019 Test Results</p> <p>District Assessment Coordinator EL/Migrant Coordinator EL Teacher</p>	<p>State Funded</p>
	<p>KCWP 4 Review, Analyze and Apply Data</p>	<p><b>District Wide Initiative - Common District Benchmark District Initiative - Common District Benchmark Assessment Platform - Multi-Year</b> Provide a K-11 (MAP 3-11/easyCBM K-2) Research/Evidence-based benchmarking and progress monitoring on-line system to fulfill the District Literacy Plan and have research/evidence based data to analyze to evaluate the work of the Artful Reading and Adolescent Literacy Model. Results will be analyzed and used to guide</p>	<p>MAP, easyCBM, and Mastery Prep Data</p>	<p>July 1, 2018 - June 30, 2019</p> <p>Director of Federal Programs Director of Striving Readers Comprehensive Literacy Grant</p>	<p>SRCL Grant \$ 33,507.50</p> <p>Title I \$9,023</p>



		instruction, intervention, and professional learning, coaching, and consulting with Artful Reading and the Adolescent Literacy Model.			
		<b>District Initiative - Lexia/Reading Plus Multi-Year</b> Provide Lexia and Reading Plus which is an 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-11 students.	Data and Reports from Lexia and Reading Plus	July 1, 2018-June 30, 2019  Director of SRCL Grant	SRCL Grant \$53,436  Title I \$8,408
		<b>Identification of Targeted Students</b> School Administration and teachers will analyze data from students' performance in class/technology research-based programs such as MAP, easyCBM, MAP Skills, IXL, Zearn, myLexia, Symphony Math, Reading Plus, Mastery Prep, teacher records, etc. Students targeted for interventions will receive individualized learning to increase achievement growth in ELA and math.	MAP, easyCBM, MAP Skills, myLexia, Symphony Math, IXL, Zearn, Reading Plus, Mastery Prep, and Teacher Data	July 1, 2018-June 30, 2019  School Administration RTI Teachers	No Funding
		<b>Monitoring of Student Progress</b> The effectiveness of ELA and math interventions will be monitored by the analysis of student performance on the district benchmark given three times per year, student achievement in the classroom, and student performance on individualized reading and math technology programs that are based on student needs. Individual student progress will be entered and tracked by the teacher, RTI teacher, counselor, and/or school administration.	Progress Monitoring Data	July 1, 2018-June 30, 2019  School Administration Teachers RTI Teachers	No Funding
		<b>Positive Behavior Intervention System</b> *Implement/continue implementation of PBIS which supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social,	Decrease in Discipline Referrals as documented in Infinite Campus	July 1, 2018-June 30, 2019  DoSE	PBIS State Funded

		<p>emotional and behavior 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- SWIS (RSES,JES,RCMS) SWIS, a Discipline Incident Collection Tool, is a 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>		School Administration	<p>IDEA B \$2,400 - Subs</p> <p>SWIS IDEA B \$425 Per School</p>
	KCWP 5 Design, Align and Deliver Support	<p><b>Providing Interventions/Daytime Waiver</b> 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>	Progress Monitoring Data	<p>July 1, 2018-June 30, 2019</p> <p>Director of Federal Programs School Administration RTI Teachers</p>	<p>Title I RCMS(150 days) \$15,889</p> <p>RSES(110 days) \$11,512</p> <p>JES(160 days) \$17,387</p> <p>SES(35 days) \$3,478</p> <p>ESS</p> <p>RCMS \$27,627</p> <p>RCMS \$22,314</p>

					RSES \$24,439  JES 17,001  SES \$14,876
		<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.	Teach Town Reports	July 1, 2018 - June 30, 2019  DoSE	IDEA B \$7,900
		<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.	Strategic Master schedule; increase in student proficiency	July 1, 2018-June 30, 2019 School Administration SBDM	No Funding

	<p>KCWP 6 Establishing Learning Culture and Environment</p>	<p><b>Supportive Services for Students</b> Family Resource Youth Service Center (FRYSC), EL, and Migrant 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. Various Parent, Teacher, Student, and Community Stakeholder Surveys will be conducted throughout the year and results analyzed to offer needed supports and make decisions. Collaborate with local and community agencies to provide holiday helpline, back to school bash, dental/health services, and the Back Pack program.</p>	<p>Survey Data, Communication Logs</p>	<p>July 1, 2018-June 30, 2019</p> <p>Director of Federal Programs Director of Pupil Personnel School Administration FRYSC Staff</p>	<p>Title I \$6,000</p>
		<p><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 of delivery based on needs.</p>	<p>Sign Ins Agendas Walkthroughs Observations</p>	<p>July 1, 2018-June 30, 2019</p> <p>Director of Curriculum and Instruction School Administration</p>	<p>Title II \$9,222</p>
		<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>	<p>Sign Ins Agendas</p>	<p>Spring 2019</p> <p>Superintendent Certified Evaluation Plan Point of Contact and Committee</p>	<p>Title II \$400</p>

		<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, TELL 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, 2018-June 30, 2019  Superintendent Director of Federal Programs School Administration	No Funding
		<p><b>Parent &amp; Family Engagement</b>  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, 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, Remind text messages, School Messenger System, etc..</p>	School and District Event Sign Ins	July 1, 2018-June 30, 2019  Superintendent Director of Pupil Personnel Title I Coordinator DoSE Director of Curriculum and Instruction	Title I \$14,101

## 2: Separate Academic Indicator (Elementary and Middle)

<p>Goal 2 Russell County Schools will increase the overall Separate Academic Indicator at the elementary from 73.7% to 79.7% and at the middle school from 67.3% to 73.3% by May 2021.</p>		
<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p><b>Increase the Separate Academic Indicator at the elementary from 73.7% to 75.7%, at the middle school from 67.3% to 69.3% by May 2019 as measured by the state assessment.</b></p>	<p>KCWP 1: Design and Deploy Standards</p>	<p><b>Curriculum Alignment/Planning</b></p> <p>Teachers, school and district administration and instructional coaches will collaborate to revise science, social studies and writing 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.</p>	<p>Sign Ins Agendas Pacing Guides Curriculum Maps Learning Targets</p>	<p>July 1, 2018-June 30, 2019</p> <p>School Administration Teachers Instructional Coach</p>	<p>Title I \$10,500</p>
		<p><b>Monitoring of Science, Social Studies and Writing Curriculum</b></p>	<p>Walkthroughs Observations Lesson Plans</p>	<p>July 1, 2018-June 30, 2019</p>	<p>No Funding</p>

		<p>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.</p>		<p>School Administration Teachers</p>	
		<p><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 grades and contents including feedback, rubrics, and scoring guides, and will be completed in compliance with the district writing policy.</p> <p>*Writing Professional Learning &amp; Travel with Abell and Atherton will be offered to any teacher wishing to or needing to develop skills/strategies in writing.</p>	<p>Lesson Plans  Walkthroughs  Observations</p> <p>Sign-ins  Agendas</p>	<p>July 1, 2018-June 30, 2019</p> <p>School Administration Teachers</p> <p>Abell and Atherton GRREC</p>	<p>No Funding</p> <p>Title I Writing PD \$3,500</p> <p>IDEA B \$500</p>

	KCWP 2 Design and Deliver Instruction	<p><b>Content Professional Learning Communities (PLCs)</b> School administration/Instructional coaches/teachers will meet to analyze data. 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, 2018-June 30, 2019		
		<p><b>Science</b> Through Course Tasks *Elementary, Middle and High School students will participate in two Through Course Task (TCT) assessments. Teachers will follow KDE 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. KDE guidance on classroom embedded assessments will be shared with staff as received. * Grades 4 and 7 will be assessed in Science through MAP Growth to guide instruction.</p>	Submission and feedback of completed Through Course Tasks  MAP and KPREP Science Data	July 1, 2018-June 30, 2019	District Assessment Coordinator Supervisor of Curriculum and Instruction School Administration Science Teacher Leads	TCT - No Funding  MAP - Funding already listed
		<p><b>Social Studies</b></p>	Lesson Plans Walkthroughs	July 1, 2018-June 30, 2019	No Funding	



		*Curriculum is focused on standards taught at a rigorous level. Learning targets are clearly defined and high-yield instructional strategies are planned into the universal design for learning. Formative and summative assessment results guide next steps for filling in student gaps. Instruction is designed around social studies standards from the C3 Framework (college, career, and civic life).	Observations Assessment Results	Principals Teachers Instructional Coach	
	KCWP 3: Design and Deliver Assessment Literacy	<b>Professional Learning for High Stakes Assessment and Accountability</b> Teachers were given an opportunity to attend professional learning focused on strategies and resources that ensure assessment results are utilized to propel and guide student learning and instructional approaches. Topics included: formative and summative assessment, visual thinking, John Hattie's Effect Size, John Antonetti's Engaging Qualities, diversity awareness, Inquiry Model, Document Based Questioning Strategies, etc.	Lesson Plans Assessment Results	August 10, 2018 Principals Teachers	Title I \$500

### 3: Gap

**Goal 3**  
 Russell County Schools will increase proficiency in reading and math at the elementary, middle and high school 6% for students identified in reported GAP Groups (Students identified with Disabilities, as English Language Learners, Hispanic, and Free and Reduced Lunch) as measured by the state assessment in May 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective</p> <p><b>Increase the percentage of students identified in reported GAP Groups scoring proficient/ distinguished in <b>reading</b> by 2% and in <b>math</b> by 2% as measured by the state assessment in May 2019.</b></p>	<p>KCWP 2            Design and Deliver Instruction</p>	<p><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.</p>	<p>PLC/Planning Day            Signs-Ins            Agendas            Common Planning Time</p>	<p>July 1, 2018-June 30, 2019</p> <p>DoSE            School Administration            Instructional Coaches            Director of Federal Programs Migrant</p>	<p>No Funding</p>

				EL Coordinator	
		<p><b>English Language Learners</b>  Students will be provided with a certified EL teacher to aid them in attaining English Proficiency. This teacher will also provide interpretation/translation, including but 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.</p>	Increase in English Language Learners attaining proficiency	July 1, 2018 - June 30, 2019  Director of EL Program Director of Federal Programs EL Teacher School Administration	Title I \$38,769
		<p><b>Child Find and Early Childhood Liaison</b>  The liaison will locate and refer students with disabilities to early childhood settings and assist in transitioning students to structured settings.</p>	Increase in Kindergarten Readiness as measured by the Brigance Screener	July 1, 2018 - June 30, 2019  DoSE	Funding Previously Listed
		<p><b>Additional Special Education Teachers/Aide (SES &amp; JES)</b>  An additional special education teacher was hired at SES due to an increase in the number of students in Kindergarten needing specially designed instruction. At JES, an additional special education teacher was hired for individualized support for students with disabilities. Also, an aide was hired for one-on-one support.</p>	Decrease in student to teacher ratio	July 1, 2018 - June 30, 2019  DoSE	IDEA B \$116,500 + Benefits
		<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</p>	Novice Reduction SBDM Equitable Access Diagnostic Approval District Equitable Access Diagnostic	July 1, 2018-June 30, 2019  Director of Federal Programs	IDEA B \$39,000 + Benefits Seek Add On

		<p>via the Alternative Certification route by hiring a skilled, highly-recommended Special Education Consultant to assume these duties.</p> <ul style="list-style-type: none"> <li>*ensure teachers have access to instructional coach for additional support.</li> <li>*provide resources, mentoring, professional learning, professional resources, support new teaching, develop teachers, and change assignments to build teacher effectiveness and confidence.</li> <li>*provide stipends for mentors, mentorees, and other content teachers to improve teaching.</li> <li>*provide for other needed professional learning(travel &amp; registration) for all teachers in all content areas.</li> </ul>	<p>Sign-Ins Policies Mentoring Logs</p>	<p>School Administration Instructional Supervisor Instructional Coaches DoSE</p>	<p>\$13,000</p> <p>Title I \$58,050</p>
	<p>KCWP 5 Design, Align and Deliver Support</p>	<p><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</p> <p>*SES - 40 days of sub teacher intervention support with students in subgroups (Hispanics, EL, students with disabilities, and students who qualify for free/reduced), falling below benchmark in reading and/or math. SES has the lowest elementary scores in the district and is close to not meeting cut scores in all areas.</p> <p>JES - 30 days of sub teacher intervention support with students in subgroups (students with disabilities, and Hispanics), falling below benchmark in reading and/or math. JES is close to not meeting cut scores in all areas.</p>	<p>Novice Reduction Academic Support Data Analysis</p>	<p>July 1, 2018-June 30, 2019</p> <p>Director of Federal Programs School Administration Instructional Supervisor El/Migrant Coordinator</p>	<p>SES Title V \$4,703</p> <p>JES Title V \$3,528</p> <p>RCMS</p>

		<p>*RCMS - sub interventionists for reading and math will offer additional academic support for at -risk students.</p> <p>*Laker Success Academy - 25 days of sub teacher intervention/tutoring for dropout prevention of high school students in danger of failing.</p>			<p>Title I \$15,889 Sub-teachers</p> <p>Laker Success Academy Interventionist Title V \$2,940</p>
		<p><b>Implementation of Positive Approach to Student Success (PASS) Program (RCMS)</b> RCMS will implement the PASS program to work in conjunction with PBIS. This program will support students with disabilities and help them succeed in the mainstream classroom. They will benefit academically from participation in the general curriculum and behaviorally from educational experiences with students not identified with disabilities. An additional aide will be hired to support the students.</p>	<p>Decrease in reported behavior incidents in Infinite Campus</p> <p>Decrease in Novice as reported on KPREP</p>	DoSE School Administration	IDEA B \$24,000
		<p><b>RCMS/RCHS Substance, Physical, and Sexual Abuse Programs</b> Title IV Program will provide programs to students at RCMS and RCHS that help inform them about the dangers of substance, physical, and sexual abuse.</p>	Sign-Ins Agendas	<p>July 1, 2018 - June 30, 2019</p> <p>Director of Federal Programs School Administration</p>	Title IV \$2,045
		<p><b>Extended School Services (ESS)/21st Century</b> Before/After school tutoring is provided to all students. Opportunities are also available in the summer through ESS for students needing these services.</p>	Student Sign Ins	District ESS Coordinator School Administration	Funding Previously Mentioned

				School ESS School Coordinators/ Teachers	
		<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	May 2019 - June 2019  DoSE	IDEA B \$5,000
		<b>Operation Preparation</b> 8th grade students are given the opportunity to tour the various career program areas at the high school and the Area Technology Center to help familiarize themselves with the opportunities.	Operation Preparation Schedule	July 1, 2018 - June 30, 2019 School Administration	No Funding
		<b>Technology Supports</b> iPads/Laptops *15 iPads (5 SES, 5 JES, 5 RCMS) *18 Laptops (EL RCMS 8 RCHS 10) *Storage/Charging Cart  *5 Desktops/ 21 Laptops (RCMS)	Purchase Orders  Increase student to technology ratio	July 1, 2018 – June 30, 2019  Director of Federal Programs DoSE Special Education Teachers	Title I & V Funding Previously Mentioned  IDEA B \$21,322.17
		<b>Provide/Offer Professional Learning/Training to Increase Effectiveness of Strategies used with Students in Gap Groups in Reading and Math</b> *Special Education Conference *Novice Reduction Workshop *Continuous Improvement Summit *Closing the Gap Academy *EL Trainings/Meetings *PD pertaining to English Learners	Novice Reduction Sign-Ins Agendas Certificates   MAP Growth and MAP Skills Data	July 1, 2018-June 30, 2019  Director of Federal Programs Instructional Coaches EL & Migrant Coordinator  RCMS	Title \$8,000  IDEA B \$3,600

		<p>*Educational Consultant at RCMS will observe, collaborate, assist with strategies and lesson planning to meet the needs of at-risk students.</p>		School Administration	
		<p><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 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>Data from reports of programs used</p> <p>Increase in mastery of skills</p> <p>Increase in proficiency on district and state assessments</p>	<p>July 2018 – June 30, 2019</p> <p>EL/Migrant Coordinator          Director of Federal Programs          DoSE          School Administration          RTI Teachers          RTI Coordinator          Regular Classroom Teachers          Interventionists</p>	Funding Previously Mentioned
		<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</p>	<p>Student Services Documentation Records</p>	<p>July 2018 – June 30, 2019</p> <p>Director of Pupil Personnel</p>	Funding Previously Mentioned

		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 Back Pack program.		Director of Federal Programs School Administration FRYSC Staff	
		<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.	Graduation Rate Meeting Notes Student Report Cards Benchmark/ACT Data	July 1, 2018-June 30, 2019  High School Administration Counselor Director of Federal Programs DoSE	Title V \$2,940  IDEA B \$52,000
	KCWP 6 Establishing Learning Culture and Environment	<b>Communication and Parent Involvement</b> Communication will occur with parents to involve them in intervention planning. Assessment results and progress monitoring will be explained and parents will be frequently updated on the status of student progress toward learning goals.	Parent Communication Logs	July 1, 2018-June 30, 2019  Director of Pupil Personnel School Administration Counselors Teachers	No Funding
		<b>School Resource Officer(s)</b> After a review of the Title Perception Survey, an additional resource officer was provided to the district to help maintain a safe learning environment for students, faculty, and staff.	Decrease discipline referrals  Increase in positive data from student, parent, and	July 1, 2018 - June 30, 2019  Director of Pupil Personnel	Title IV \$24,905  \$14,791



			community perception surveys	Director of Federal Programs	
		<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.	Screening Data	Spring 2019  Director of Preschool Preschool Teachers Preschool Aides	IDEA B \$3,060
		<b>Policies, Procedures, and Programs</b> *Policies, programs and procedures are in place for students that ensure schools are a culturally responsive, barrier-free, safe place to learn skills/standards in reading/ELA and in math. *Parent communication and involvement in policies, programs, and procedures is supported and encouraged.	Policy Completion Communication Logs	July 1, 2018 - June 30, 2019  Superintendent DPP School Administration SBDM Councils	No Funding
		<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.	Implementation of Program Services Plan	July 1, 2018-June 30, 2019  Instructional Supervisor District Assessment Coordinator EL Coordinator EL Teachers	Title I EL for RCMS - \$10,978.20
		<b>English Learners Parent Communication and Engagement</b>	EL Coordinator Log Sheet	July 1, 2018 – June 30, 2019	No Funding

		<p>*EL Coordinator and Assistants will encourage communication and engagement with parents by contacting them personally about school activities, inviting them to the events, and offering to translate if needed at the events (conferences, parent nights, etc.) Teachers and EL Coordinator and/or EL Assistants will work together to translate notes home.</p>	<p>Parent –Teacher Conference sign ins</p>	<p>Instructional Supervisor EL/Migrant Coordinator EL/Migrant Teacher EL/Migrant Assistants</p>	
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## 4: Graduation Rate

<p>Goal 4 Russell County School District will maintain or exceed the current graduation rate of 96.5% by May 2021.</p>		
<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective</p> <p><b>Russell County School District will maintain or exceed the current graduation rate of 96.5% by May 2019.</b></p>	KCWP 2 Design and Deliver Instruction	<p><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.</p>	Increase in students completing work ethic seal programs	<p>July 1, 2018-June 30, 2019</p> <p>Superintendent College and Career Ready Counselor</p>	No Funding
	KCWP 4 Review, Analyze and Apply Data	<p><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.</p>	Sustainment and/or increase in graduation rate	<p>July 1, 2018-June 30, 2019</p> <p>DPP School Administration</p>	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, 2018- June 30, 2019  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, 2018-June 30, 2019  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, 2018-June 30, 2019 School Administration Counselor Teachers	ESS \$10,500
		<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, 2018-June 30, 2019 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</p>	Sustainment and/or increase in graduation rate	July 1, 2018-June 30, 2019	Funding Previously Mentioned

		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.		School Administration Counselor Teachers	
	KCWP 6 Establishing Learning Culture and Environment	<b>Parent Supports</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.	Increase of parent involvement	July 1, 2018-June 30, 2019  School Administration DPP	No Funding
		<b>Parent Involvement</b> Various parent nights are held to assist parents with items leading to transition, such as: *Paying for College 101 *FAFSA Prep Night *College Admissions Night	Increase of parent involvement	July 1, 2018-June 30, 2019  School Administration CRR Counselor Counselor	No Funding

**5: Growth**

**Goal 5**  
 Russell County Schools will increase the amount of students scoring proficient/distinguished in grades 3-8 by 6%, in reading from 55.4% to 61.4% and in math from 49.7% to 55.7%, as measured by the MAP district benchmark by May 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective</p> <p>Russell County Schools will increase the amount of students scoring at the proficient/distinguished level in reading and math by 2% from Fall to Spring</p>	<p><b>**All strategies and activities under PROFICIENCY (Goal One) will also apply to GROWTH. Please refer back to Goal One to see strategies and activities to meet this goal.</b></p>				
	<p>KCWP 2: Design and Deliver Instruction</p>	<p><b>Acceleration/Extensions</b>            *Students at the proficient/distinguished level who meet all the identified criteria or are identified as Gifted and Talented (GT) will receive services to extend their learning with enrichment activities, accelerated learning opportunities (student by</p>	<p>Data from district and state assessments</p>	<p>July 1, 2018-June 30, 2019             Director of Instruction</p>	<p>Fund I            \$20,000</p>

<b>MAP district benchmark by May 2019.</b>		student cases), opportunities for college prep courses, dual credit, and/or advanced placement.		GT Coordinator School Administration GT Teacher District Testing Specialist	
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## 6: Transition Readiness

<p>Goal 6 Students in Russell County Schools will show a 6% increase in the following...being Kindergarten Ready and students at the high school being transition ready by 2021.</p>		
<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective</p> <p><b>Increase the percentage of students being Kindergarten Ready by 2% by 2019 as measured by the 2018 Brigance Screener.</b></p> <p><b>AND</b></p> <p><b>Increase the percentage of students that are transition ready (academic and/or</b></p>	<p>KCWP 1 Design and Deploy Standards</p>	<p><b>Supplemental Preschool Curriculum</b> *Purchased six sets of Develop, Inspire, and Grow (DIG) comprehensive curriculum that focuses on every subject area to increase content proficiency.</p>	<p>Increase kindergarten readiness as measured by the Brigance Screener</p>	<p>July 1, 2018-June 30, 2019 DoSE Preschool Teachers</p>	<p>Tier II Grant Preschool Funds \$22,386</p>
	<p>KCWP 2</p>	<p><b>Pre-Apprenticeship Programs</b> Russell County Schools have partnered with several local businesses and industries to offer on the job training, experience, and wages while still in high school for students who wish to pursue the workforce after graduation. These</p>	<p>Increase in the number of students who earn certifications</p>	<p>July 1, 2018 - June 30, 2019 Superintendent</p>	<p>Fund 1 \$5,550</p>



<b>career) from 76.0% to 78.0% by 2019.</b>	Design and Deliver Instruction	pre-apprenticeship programs will increase the students employability as they enter the workforce.		Transportation Director ATC Staff Local Business Owner/Operators	
		<b>Project Lead the Way</b> One teacher attended professional learning to be certified to teach the first course of Project Lead the Way. This was a two-week event that included overnight stay and lodging expenses. New computers were purchased with funds to support the initial implementation of Project Lead the Way. These computers were required to be able to run the software and programs utilized while teaching PLTW courses. Project Lead the Way registration was purchased to begin the initial implementation of the program at the school. In addition to registration fees, all required materials for the instruction of the course were also purchased.	Certificate of Completion Inventory List Lesson Plans	July 1, 2018 - June 30, 2019  Director of Federal Programs/PD Teacher School Administration	Title IV \$66,566
		<b>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	Principal Teachers	No Funding
		<b>Addition of Teacher</b> *The district has added ½ preschool teacher at Jamestown Elementary school to increase the percentage of students being kindergarten ready.	Increase kindergarten readiness as measured by Brigance Screener	July 1, 2018- June 30, 2019  DoSE Teachers Principal	Preschool State Funds \$25,000

		<b>Addition of Preschool Classrooms</b> *Two additional preschool classrooms at RSES, comprised of two teachers and three instructional aides, were established in order to increase the percentage of kindergarten-ready students. Instructional materials and supplies were also purchased to equip each classroom.	Increase kindergarten readiness as measured by Brigance Screener	July 1, 2018- June 30, 2019  DoSE Teachers School Administration	Preschool State Funds \$210,000
		<b>Extension of preschool services</b> *Identified students meeting specific criteria attend preschool four days per week to individualize their instruction and target their specific needs in a continued one-on-one setting.	Increase kindergarten readiness as measured by Brigance Screener	July 1, 2018 - June 30, 2019  DoSE Teachers School Administration	No Funding
		<b>Preschool Professional Development</b> *Assessment personnel, Preschool Teachers, and Early Childhood Liaison attend training focused on transition requirements from First Steps Intervention Program.	Increase kindergarten readiness as measured by Brigance Screener	July 1, 2018 - June 30, 2019  DoSE Teachers School Administration	Preschool State Funds \$1,000
		<b>American Speech and Hearing Association (ASHA)</b> 3-5 teachers will attend the ASHA conference to learn current practices.	Sign Ins Agendas Certificates	July 1, 2018- June 30, 2019  DoSE Speech Teachers/Assistant	IDEA B \$1,800
	KCWP 3 Design and Deliver Assessment Literacy	<b>Practice Assessment</b> *ACT Off Grade practice assessment will be administered to track and predict student performance.	Increase in scores on ACT	July 1, 2018- June 30, 2019	Title V \$53,083

				Director of Federal Programs School Administration Teachers Instructional Coach	
		<b>End-of-Program (Previously KOSSA) Reviews</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	School Administration CTE Teachers	No Funding
	KCWP 4 Review, Analyze and Apply Data	<b>MAP Testing</b> *MAP testing is completed to measure academic growth of students and translate scores to ACT scores.	Increase in student performance on state-required testing; MAP data reports	July 1, 2018- June 30 2019  Director of Curriculum and Instruction School Administration Teachers Instructional Coach	Funding Previously Mentioned
	KCWP 5 Design, Align and Deliver Support	<b>ACT Test Prep</b> *Class 101 ACT Test prep is provided to all juniors prior to the state mandated test; also offered to any senior wanting to increase their past scores; also offered to any students that have met all benchmarks but wanting to increase their scores.	Increase in the number of students meeting benchmarks	July 1, 2018- June 30 2019 Director of Federal Programs School Administration	Title V  \$7,200

				Instructional Coach Teachers	
		<b>District Funding of Preschool Students</b> *Students that do not currently meet federal criteria for enrollment are district funded; currently, the Federal non-funded enrollment is 53.	Increase kindergarten readiness as measured by Brigance Screener	July 1, 2018- June 30 2019  DoSE Teachers School Administration	Fund I \$74,854.50
		<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.	Increase in the number of students passing end-of-program assessments and career readiness	Instructional Supervisor CTE Teachers (high school and ATC) School Administration	No Funding
		<b>Industry Certifications</b> *Industry Certifications are offered in all seven areas at the local area technology center which help students achieve career readiness.	Increase in students getting Industry Certifications	July 1, 2018- June 30, 2019  ATC Principal ATC Teachers	No Funding
		<b>Family Resource Collaboration</b> *Wee School, a preschool based intervention program in collaboration with Russell County Community Early Childhood Council (RCCECC) and the Family Resource Center, is located at Salem Elementary and Russell Springs Elementary. This research-based program targets students'	Increase kindergarten readiness as measured by Brigance Screener	July 1, 2018- June 30, 2019  Family Resource Centers RCCECC representatives	No Funding

		early literacy skills to increase vocabulary and phonemic awareness with a focus on learning through play.			
		<p><b>Russell County Community Early Childhood Council (RCCECC)</b>  *Preschool teachers, early childhood educators, local health department representatives, and other community organizational entities attend regular RCCECC monthly meetings.</p>	Increase kindergarten readiness as measured by Brigance Screener	July 1, 2018 - June 30, 2019 Monthly	No Funding
		<p><b>Speech Language Pathology Assistant</b>  IDEA B will continue to fund a Speech Language Pathology Assistant for early identification and services.</p>	Increase in one on one services provided for students in need of speech services  IC Data ARC Meeting Notes	July 1, 2018- June 30, 2019  DoSE	IDEA B \$32,000
	KCWP 6 Establishing Learning Culture and Environment	<p><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.</p>	Increase transition readiness	July 1, 2018- June 30, 2019 High School and ATC Administration CCR Counselor Teachers	No Funding
		<p><b>Russell County Baby Fair</b>  *Early Childhood Community Liaison and District Literacy Specialist attended community-wide baby fair to promote early literacy skills with new parents and expectant parents.</p>	Increase kindergarten readiness as	November 8, 2018  Director of SRCL Grant	SRCL Grant \$105 Preschool Funds \$100

		Literacy materials, trade books, and literacy developmental timelines were distributed and discussed with those in attendance.	measured by Brigance Screener	Director of Preschool District Literacy Specialist Early Childhood Liaison	
		<b>Preschool TeachTown Program</b> *Preschool teachers at each elementary school utilize this online social skills curriculum to teach students socially-appropriate behaviors in a character-based video-modeling curriculum.	Increase kindergarten readiness as measured by Brigance Screener	July 1, 2018 - June 30, 2018  Teachers School Administration	Preschool Funds \$3,082
		<b>Russell County Health Fair</b> The District Literacy Specialist and District Early Childhood Community Liaison participated in the Community Health Fair to promote reading aloud to young children and adolescents reading independently. Literacy materials, trade books, and best-practices brochures were distributed and discussed with parents and grandparents.	Increase kindergarten readiness as measured by Brigance Screener	September 8, 2018  Director of SRCL Grant Director of Preschool District Literacy Specialist Early Childhood Liaison	SRCL Grant \$300