



Comprehensive District Improvement Plan

Russellville Independent

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2017 RISD Phase III: Executive Summary for Districts_11022017_14:55

Phase III: Executive Summary for Districts

Russellville Independent
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Phase III: Executive Summary for Districts

Executive Summary

Description of the District

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

The Russellville Independent School District, comprised of about 1,000 students in preschool through 12th grade, is located in Russellville, which is the county seat of Logan County, KY. According to the U.S. Census Bureau's website (quickfacts.census.gov), the estimated population of Russellville in 2016 was 6,960. In 2016, according to the Census Bureau, nearly 7.5% of Russellville's residents were under five years old, more than 24% were under 18, and 18.7% were 65 and older. About 78% of the population was white, nearly 16% were black or African American, 2.5% were two or more races and 4.2% were Hispanic or Latino. All other ethnic groups were each under one percent of the population. Also, according to the Census Bureau, more than 4.5% of the population age five and older in Russellville spoke a language other than English at home during 2011-2016. Less than 70% of people age 25 and older had graduated from high school or had higher education. Only 9.7% held bachelor's degrees, and only 59.3% of Russellville's 3,000 households owned homes. More than 21% of the population lived in housing units in multi-unit structures. This was reflective of the low per-capita income - less than \$18,000 - and the median household income, which was less than \$24,000, in the town from 2007-2011. People living below poverty level in Russellville during those years, which are the most recently documented on the quickfacts.census.gov website, made up almost 20% of the population. Employment opportunities in Russellville have been limited for a number of years and there is a deficit in terms of the area attracting growth and industry. Generational poverty impacts attitudes about the need for and value of education. Many students entering kindergarten lack language, math and other cognitive processing skills. Students acquire needed skills at varying rates, and traditional school programs and practices often do not meet the needs of the diverse population we serve. Our school district is comprised of two schools - a combined junior and senior high school and an elementary school. More than 70% of our students qualify for free or reduced price lunch, 109 students have been identified with Individual Education Plans, 6 have individual 504 plans, 33 are English language learners whose parents who speak foreign languages and 14 students qualify as migrant. More than a hundred of our more than 1,000 students attend the Russellville Area Technology Center, which is on our high school's campus and is shared with Logan and Todd counties. Demographic Data for the student population, for 2016-17, are as follows: Student Ethnic Distribution for Student Population Percentage (approximate) - White: 54.28% - African American: 23.7% - Hispanic: 9.85% - Asian/Pacific Islander: .84% - Two or more races: 11.15% - Student Dropout rate 15% - Retention Rate 1.5% - Attendance Rate 94.8% - Graduation Rate 87.8% - Teachers Highly-Qualified in core classes taught 100%. The director of pupil personnel in our district evaluates and the revises our attendance policies annually and works with students and families to keep students in school. Attendance rates have increased annually since 2010. In addition, the Family Resource Center at Stevenson Elementary and the Youth Service Center at Russellville Junior/Senior High remove barriers to education for children and the families who live in the community served by the school by helping them meet non-academic needs. By addressing and removing barriers, the FRYSC Coordinators help support the goal of making students academically proficient. The many educational initiatives we are using to help support student success in academics include: - Guided-Planning, including one-to-one coaching provided to teachers by district/school administrators - Dual credit partnerships - Advance Placement courses - Participation in Advance Kentucky - Rigorous Curriculum Design Initiative - Teacher Academies - Innovative Approaches to Literacy (IAL) grant from U.S. Dept. of Education - Response to Intervention, with Tier 2 and Tier 3 Interventions that address both academics and behavior - Read 180 - System 44 - STAR Early

Literacy - STAR Reading - STAR Mathematics - Great Books - Fundamentals of Writing - Gifted and Talented Programs - Career and technical education - Title I - Title II - Title III - Title IV - School Messenger System - Pre-school - Curriculum specialists/coaches - Data Team District Teacher Leadership initiative - Safe and Civil Schools initiative - SEAL program for children performing above average expectancy - Membership in Bowling Green, KY-based Green River Regional Educational Cooperative, which gives us many opportunities to grow professionally. As we work to carry out these initiatives, we are working with a significant change in leadership that has occurred over the past few years. A new superintendent was hired July 1, 2018, and the principal at Stevenson Elementary is in her first full year as the school's administrator. At the beginning of the 2017-18 year, we hired a new Russellville Junior/Senior High principal along with two new assistant principals. Roles and responsibilities of leadership positions have been redefined. Building administrators are expected to be the instructional leaders at their school. A strategic focus on instruction is now evident across the district. Although our strategic focus is now clear, we are aware that our district still faces many challenges and hurdles in terms of overcoming under-performance. One of the most prominent is overcoming what has always been merely acceptable, and instead establishing a standard of excellence. Our goal is to break down the silos of individual practice that have garnered low or poor performance through isolation and to create professional teams of educators who continuously reflect on and improve their practice. Our district data team leads have experienced extensive professional development that has focused on issues of accountability, standards-based assessment, effective teaching strategies, leadership and data analysis. The key elements are now in place and it is time to implement and monitor.

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District's Purpose

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

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

The first step in developing more effective schools is describing the school you seek to become. Identifying where you want to go in relation to where you are is the key to identifying those areas where you need to improve. Our staff has been involved in identifying and sharing their vision, mission and core beliefs through determining their vision of an ideal school. The process of identifying our district's core beliefs and values is becoming a framework for monitoring how well the district is doing and whether individual strategies and activities are aligned with the core values. The Russellville Independent staff agreed on five core values: 1. We will teach to the agreed upon course objectives. 2. We will provide evidence of student achievement of course objectives. 3. We will make full use of the instructional time allotted to us. 4. We will demonstrate our belief and expectation that all students can achieve the objectives of the courses to which they are assigned. 5. We believe that our schools must provide a safe, nurturing, and effective learning environment for all students built on positive relationships that cultivate the value and importance of academic excellence. Russellville Independent Schools District Mission statement reads as follows: At Russellville Independent Schools, we are committed to insuring that all students achieve at their highest potential, all teachers teach with relevance and rigor, and all teachers establish meaningful relationships with students, parent and the community. Every Child. Every Day. Our vision, mission and beliefs are at the center of all instructional decisions, programs and activities. The school system, along with the community, is embracing this expectation and is committed to ensuring that it becomes reality. District leadership has identified that we must appoint building leadership who understand instruction, and the need for a clear and focused sense of values that are monitored. Over the past three years our SBDM councils have appointed 2 new building principals at the elementary level, a new principal at the high school level, and worked with new building leadership to select four new assistant principals. Our superintendent

worked diligently with those councils to ensure that a deep understanding of the vision, mission and beliefs that we are embracing is integral to selection criteria. Growing, developing and empowering our newly selected leaders has become a top priority. Assessment of a principal's effectiveness in communicating a school's focus gives us an opportunity to begin to embrace the district's growth and effectiveness system of evaluation. We will use the system's framework to collect and present data to document performance based upon the following key questions: - For what is the principal planning? - What does the principal monitor? - What does the principal model? - What does the principal reinforce through recognition and celebration? - What behavior is the principal willing to confront? The system provides support to our schools through the analysis of multiple data sources via district data teams. District data teams meet monthly and return to schools to work with their teaching teams on improving the curriculum/instruction/assessment cycle using data to inform instruction. Professional Learning teams arranged by grade or subject levels are a vehicle we use to revise curriculum, establish priority and supporting standards and establish a timeline for unit development. The final goal is to prepare our students to become college, career, and "life" ready. Our district has placed an intentional focus on the intervention process, collaborating with both the elementary and junior/senior high school to target the individual needs of each child. R.E. Stevenson Elementary School receives Title I funding. Of that amount, approximately 80 percent was used to hire Response to Intervention (Read 180 and System 44) teachers. In an effort to provide as much support as possible to our schools we have provided exemplary professional development that guides the implementation of RTI through the data team process. Our technology staff works to meet the needs of both teachers and students. Needs assessments drive the outcome of district expenditures for both hardware and software. Most classrooms are equipped with mounted projectors, document cameras and Smart Boards, yet we recognize that our staff needs additional training to move beyond low level implementation to a classroom where technology is embedded into daily instruction for the preparation of a 21st century workforce. The next step is to concentrate on student use of technology to enable them to become 21st century lifelong learners.

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Notable Achievements and Areas of Improvement

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

Our goal is to continue improvement efforts based on Kentucky's new accountability system. We have recently identified the following five core values: - We will teach to the agreed upon course objectives. - We will provide evidence of student achievement of course objectives. - We will make full use of the instructional time allotted to us. - We will demonstrate our belief and expectation that all students can achieve the objectives of the courses to which they are assigned. - We believe that our schools must provide a safe, nurturing, and effective learning environment for all students built on positive relationships that cultivate the value and importance of academic excellence. Russellville Independent Schools District Mission statement reads as follows: At Russellville Independent Schools, we are committed to insuring that all students achieve at their highest potential, all teachers teach with relevance and rigor, and all teachers establish meaningful relationships with students, parents and the community. Every child. Every Day. Our vision, mission and beliefs are at the center of all instructional decisions, programs and activities. The school system, along with the community, is embracing this expectation and is committed to ensuring that it becomes reality. District leadership has determined we must appoint building leadership who understand and value exemplary college and career readiness and set high expectations for all students and stakeholders. Our efforts have been focused on providing the most effective professional development to improve instruction in our district. Our work toward

continuous improvement included a five-year plan that will completely revamp all former curricula. In the summer of 2015, the district leadership team introduced to the board of education a five-year professional development action plan, which incorporated all of the research-based strategies supported by Dr. John Hattie's research findings (Visible Learning) on student achievement. Our intent is to ensure that these practices will be implemented with fidelity in both schools within our system. Listed below are the essential components of our model: - Guided-Planning for all teachers - Rigorous Curriculum Design and Making Standards Work (prioritizing and unwrapping of the K-12 state standards and development of pacing guides in all subjects at all levels) - Common Formative Assessments - Data Driven Decision Making - Research Based Instructional Practices In 2014-15, a SEAL program was developed, initiated, and continues this year. This program identifies children who are advanced learners who may or may not be in the GT program, and provides for their individual needs by either advancing the curriculum within grade level classes, moving them to another grade level for specific classes, or using a pullout concentrated instructional time to meet their needs. The district also hired an ESL-endorsed teacher who works with all eligible ELL students in the district. SACS audit in November, 2014 continues to provide guidance the CDIP and school improvement plans, as outlined in the Needs Assessment section of this document. In October 2016, the district was awarded an Innovative Approaches to Literacy grant from the United States Department of Education. The grant will support the literacy initiatives already underway in the district. Specifically, the grant will allow the district to implement a birth-to grad community initiative with three goals. Goal 1 is to ensure all young children are ready to read. Activities to support this goal include outreach to parents, caregivers, and providers, free age-appropriate books to young children, devices and apps for young children as well as academic and cognitive improvements for 5-year-olds. Goal 2 will ensure all elementary and middle school students are excellent, accelerated readers. Activities include the instruction of a basal reading series at grades 6-8, coaching and modeling for all teachers in literacy strategies, expanding reading interventions and reading collections including new devices for checkout, implementation of the Peer Assisted Literacy Strategies (grades 6-8), and embedding professional learning for teachers. Goal 3 is to ensure all secondary students read to learn by working with high school teachers across their content areas to implement literacy strategies. Activities include supporting literacy coaches at both schools.

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Additional Information

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

The Russellville Independent School District has placed great emphasis on improving safety and civility across all school settings. We have worked with Laura Hamilton of Safe and Civil Schools to provide exemplary professional development, on-site coaching of classroom management and teacher resource materials. The ultimate goal is to lay a foundation for engaging students and enhancing learning. By doing so, we empower staff with techniques to help all students behave responsibly and respectfully. The techniques and materials the teachers are provided are full of specific "how-to" information. Although each resource stands alone, all are integrated and share certain basic processes and beliefs. The beliefs include: - All students must be treated with dignity and respect. - Students should be taught the skills and behaviors necessary for success. - Motivation and responsibility should be encouraged through positive interactions and building relationships with students. - Student misbehavior represents a teaching opportunity. Over the past few years our teachers and administrators have been engaged in an in-depth study of Visible Learning. We are working to develop a model of teaching and learning based on a strong core program that incorporates research-based strategies. What works best for students is similar to

what works best for teachers - an attention to setting challenging learning intentions, being clear about what success means, and using research based learning strategies to develop conceptual understanding. We are beginning to see a culture of professionalism emerge among our staff. Teachers regularly engage in professional dialogue with colleagues, share ideas, knowledge and techniques, and participate in collaborative problem-solving around classroom issues. Teachers work together to develop shared technical knowledge and discover common solutions to challenging problems. District leadership shares the belief that we must invest in our people in order to increase productivity and ultimately increase student achievement. What is most exciting is to see the light bulbs go on and watch teachers come to the realization that student engagement, collaboration with peers and well-defined expectations win hands-down over the "sage on the stage" approach.

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ATTACHMENT SUMMARY

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**2017-18_RISD Phase II: The Needs Assessment District
Diagnostic_11022017_14:54**

Phase II: The Needs Assessment District Diagnostic

Russellville Independent
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355 South Summer Street
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Phase II: The Needs Assessment District Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (desired state).

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

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

The initial steps in developing the school improvement plan used the governance committees of the schools to review the plan from 2016-2017 to 2017-2018. This review was completed after reviewing of KPREP data (district-wide, school level, KASC documents on test scores, etc.) and the subsequent needs assessment done by certified staff. Once the edits and additions to the plan were made, the teacher committees, Family Resource Coordinators, and the teacher governance committees reviewed and made more edits. The final approved plan will be published on the school and district websites. School and student data is monitored on multiple levels for the district and schools. At the district level, a leadership team comprised of the school Superintendent, Supervisor of Instruction, District Literacy Coaches, and school administration examined the state score results from KPREP and EOC's. Additionally, this team examined ACT results as well as school STAR Testing Data. A "Data Day" brought together all members of the district and focused on examinations of these same criteria, with an emphasis on collaborative conversation among common grade teams as well as content specific groupings. At the school level, teams meet weekly in scheduled PLC's to examine STAR testing data, common assessments, and student behavioral data. School administrative teams meet weekly with the assistance of the District Supervisor of Instruction and other school/district team members. The teams discuss initiative progress and intentional testing and data collection processes. School Leadership Teams, comprised of teachers who have volunteered for this team, meet quarterly to discuss school wide data collection initiatives and testing practices. SBDM Councils are briefed monthly on information from the school. All students are placed in one of the school's three Tiers of Reading or Mathematics RTI or enrichment. Students are moved as appropriate based on performance STAR testing for Tiers II and III. Tier I students are benchmark tested at least every quarter. Students track their individual data through STAR data tracking sheets where they plot each of their scores.

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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:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Reading KPREP data shows that the number of African American students scoring Novice decreased each year from 2014-2017 in 3rd grade. The number of African American students scoring Proficient in Reading increased 6% from 2014-2015 to 2016-2017 in 3rd grade. The overall number of Proficient students more than doubled from 2014 (17.7) to 2017 (37.9) in 3rd grade. In 4th grade, Reading KPREP shows there is an overall increase in Proficient and distinguished students from 39.7% in 2014-15 to 51.3% in 2016--2017. Novice in Reading also reduced from 2015-2016 by 16.4. African American proficiency has increased in Reading and Novice has decreased since 2014 in Reading. In Year 2017, the lowest number of Novice students (within the past 4 years) in Mathematics was realized. In 2015-16 school year, 40.7% of 5th grade Mathematics students scored Novice in 2016-17 school year, Mathematics Novice percentage was decreased to 18.2%. In 2015-16 school year, 32% of 3rd grade Mathematics students scored Novice. In 2016-17 school year, Novice percentage was decreased to 13.9%. August 2016 to November 2016, the overall attendance was 93.4%. In August 2017 to November 2017, the overall attendance decreased to 95.5%. At the middle school, 46% of students scored Proficient/ Distinguished on the KPREP Reading Test. This is roughly 11% below the State average as found on the 2016-17 KDE School Report Card. 38% of Middle School students scored Proficient/ distinguished on the KPREP Mathematics test. This is roughly 9% below the State average as found on the 2016-17 KDE School Report Card. 57% of High School students scored Proficient/ distinguished on the KPREP On-demand Writing Test. This is just 1.5% below the State average as found on the 2016-17 KDE School Report Card. 45.1% of 11th grade High School students identified as GAP students scored Proficient/Distinguished on the On-demand Writing EOC in 2017. This was an increase of roughly 18% from 2016 as found on when examining the 2015-16 and 2016-17 KDE School Report Cards. 37.7% of High School students identified as GAP students scored Proficient/Distinguished on the Biology EOC in 2017. This was an increase of roughly 12% from 2016 as found on when examining the 2015-16 and 2016-17 KDE School Report Cards.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

At 3rd and 4th grades, no African-American student has scored in the Distinguished category in Reading for the past three years. At 5th grade, no African-American student has scored in the Distinguished category in Mathematics in the past 3 years. Similarly, no African-American student has scored in the Distinguished category in Social Studies for the past 3 years. At the

elementary level, the number of students scoring Novice in Reading and Mathematics is decreasing, and the overall Apprentice level is increasing. However, the overall Proficient or Distinguished levels is not increasing. At the middle school, 46% of students scored Proficient/distinguished on the KPREP Reading Test. This roughly 11% below the State average as found on the 2016-17 KDE School Report Card. 38% of Middle School students scored Proficient/Distinguished on the KPREP Mathematics test. This roughly 9% below the State average as found on the 2016-17 KDE School Report Card. There were increases in Novice scoring for GAP students at the High School level EOCs in the areas of Writing (+2%), Algebra II (+11.2%), and US History (+22%). There were increases in Novice scoring for GAP students in the 8th Grade on the KPREP in the areas of Writing (+10.4%), Reading (3.5%), and Social Studies (+7.3%). There were increases in Novice scoring for GAP students in the 7th Grade on the KPREP in the areas of Mathematics (3%) and Reading (17%). There were increases in Novice scoring for GAP students in the 6th Grade on the KPREP in the area of Mathematics (8%).

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Trends

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

No African American students are scoring distinguished in Reading, Mathematics, or Social Studies, and there is not an overall increase in the number of student scoring Proficient or distinguished levels at the elementary level. GAP students scoring Novice at the Middle School level showed increases in several areas during the past two years. The percentages of High School students scoring Proficient/Distinguished in the areas of Reading and Mathematics are lower than state averages. The district continues to have a significant staff turnover each year.

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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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

At the elementary level, the district/school will continue to use Guided planning to ensure teachers have an understanding of designing and delivering quality instruction and implementing Scott-Foresman Reading Street, Science Dimensions, and Go Mathematics curriculum with fidelity. Teachers will continue to participate in Professional Development to design and deliver assessment literacy to improve student achievement. Staff will participate in weekly Professional Learning Communities to analyze KPREP data, STAR data, and classroom formative and summative assessments in order to name and claim every student for individual student success. Staff will also continue to use the Kentucky Academic Standards and ensure that the document is consistently used by all staff, and the intent of the standards are preserved. At the middle/high school levels, the following approaches are being implemented: (1) Deployment of Standards -

During two district-wide literacy days, all curriculum was examined and dis-aggregated for the purpose of identifying priority standards based on the Kentucky Core Academic Standards as well as the NGS Standards. Vertical alignment throughout the school as well as the district was emphasized. (2) Delivery of Instruction - Teachers meet regularly with school leadership as well as with outside sources of Professional Development in weekly PLC's/Embedded PDs. Teachers also participate in a Guided Planning structure within the school that affords all teachers a "coach" to work with. (3) Assessment Literacy - A universal focus within the school exists on instruction that emphasizes teaching processes rather than content. Student learning should be assessed in a differentiated manner that affords multiple avenues for student success. (4) Review, Analyze and Apply Data Results - This occurs at multiple levels: District, School, Classroom, and Student as explained earlier in the diagnostic. (5) Design, Align and Deliver Support Processes with Sub-group Focus - See information regarding GAP student scoring. (6) Establish a Learning Culture and Environment - Multiple initiatives are in place to increase school culture and the learning environment. Reading programs, books clubs, Math clubs, school-wide emphasizes on participation, and program promotions all focus on increasing school culture.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

Elementary Reading KPREP data shows that the number of African American students scoring Novice has decreased each year from 2014-2017 in 3rd grade, and in 4th grade, Reading KPREP shows there is an overall increase in Proficient and Distinguished students from 39.7% in 2014-15 to 51.3% in 2016--2017. In Year 2017, the lowest number of Novice students within the past 4 years was realized in Mathematics. Novice in Reading also reduced from 2015-2016 by 16.4. African American proficiency has increased in Reading, and Novice has decreased since 2014 in Reading. In 2015-16 school year, 40.7% of 5th grade Mathematics students scored Novice in 2016-17 school year, and Mathematics Novice percentage was decreased to 18.2%. In 2015-16 school year, 32% of 3rd grade Mathematics students scored Novice. In 2016-17 school year, Novice percentage was decreased to 13.9%. 11th grade KPREP writing Proficient/Distinguished scores have increased from 57% in 2016 to 60.8 in 2017. 10th grade English II EOC Proficient/Distinguished scores have increased from 41.1% in 2014 to 47.6 in 2017. Biology EOC Proficient/Distinguished scores have increased from 29.6% in 2014 to 44.3 in 2017.

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2017-18_RISD CDIP Phase II: Equitable Access to Effective Educators District Diagnostic_11022017_14:53

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

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CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Equitable Access to Effective Educators District Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

A review of the school data chart reveals that the district experienced a high turnover rate for the past year at all school levels. As a result, the percentage of faculty with 1-3 years experience is high. The district's minority population as well as its free and reduced lunch percentages suggest a diverse school environment that has some challenges presented by the socioeconomic status of the community that populates the schools within the district.

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Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Students in the district face challenging barriers based on several factors: (1) The low-income socioeconomic status of the district's boundaried populations limits the financial capabilities for the district as a whole due to the minimal local tax revenues available for public educational use, thereby limiting to a degree the offerings available in the district and school; (2) The proximity of the school to higher education institutions such as community colleges and universities hinders to a degree the availability of dual credit and advanced educational learning; and (3) The district's proximity to larger urban centers (Bowling Green, Clarksville, Hopkinsville) results in a transient population of teachers that are often difficult to retain when lured by the benefits of living in more urban centers.

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Goal Setting:

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Retain 95% of all faculty and staff that are afforded the invitation to return.

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.

NOTE: Attachments Optional

Opportunities will be provided to better support teachers learning and development across the school district. Increased efforts to raise the school climate and culture through close examination of the TELL-KY Survey as well as progress monitoring towards goals set based on this survey through Survey Monkey surveys that mirror these initiatives as well as possible use of the VAL.Ed survey at the completion of the school year.

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|--|----------------------|---------|
|  Russellville Ind District Equity Data | District Equity Data | |

| Schools (Rank from highest to lowest poverty) | Students Enrolled (SRC or IC) | | Certified Teachers (SRC) | | Minority Students (SRC or IC) | | # of Minority Certified Teachers (SRC) | | # of Minority Principals and Assistant Principals (Payroll) | | Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC) | | English Learners (SRC or IC) | | Students with Disabilities (SRC or IC) | | Teachers that are teaching one or more courses out-of-field (HR) | | KTIP, new (0 years experience), or emergency certified (KTIP Coordinator) | | Teachers with 1-3 years of experience (Payroll) | | Teachers with 4 or more years of experience (Payroll) | | # of Principals and Assistant Principals with 0-3 years of experience (Payroll) | | Percentage of teacher turnover (IC) | | Percentage of National Board Certified Teachers | | Percentage of Teachers with Advanced Degrees | |
|---|-------------------------------|-----------|--------------------------|------------|-------------------------------|--------------|--|---------------|---|---------------|---|--------------|------------------------------|---------------|--|--------------|--|---------------|---|---------------|---|---------------|---|---------------|---|---------------|-------------------------------------|--------------|---|---------------|--|---|
| | # | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| R.E. Stevenson Elementary | 496 | 36 | 237 | 48% | 2 | 5.56% | 1 | 50.00% | 372 | 75.00% | 25 | 5.04% | 109 | 21.98% | 0 | 0.00% | 7 | 19.44% | 10 | 27.78% | 19 | 52.78% | 1 | 50.00% | 8 | 26.67% | 1 | 3.00% | 16 | 44.00% | | |
| Russellville Jr./Sr. High | 574 | 37 | 244 | 43% | 2 | 5.41% | 2 | 66.00% | 405 | 70.56% | 20 | 3.48% | 62 | 10.80% | 0 | 0.00% | 6 | 16.22% | 10 | 27.03% | 27 | 72.97% | 3 | 100.00% | 9 | 24.00% | 0 | 0.00% | 24 | 64.86% | | |
| | | | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | |
| | | | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | - | | |
| TOTAL / DISTRICT AVERAGE | 1070 | 73 | 481 | 45% | 4 | 5.48% | 4 | 58.00% | 777 | 72.78% | 45 | 4.26% | 171 | 16.39% | 0 | 0.00% | 13 | 17.83% | 20 | 27.40% | 46 | 62.88% | 4 | 75.00% | 4 | 25.34% | 1 | 1.50% | 40 | 54.43% | | |

| Measures | 2016-2017 Baseline | 2017-2018 | 2018-2019 |
|---|--------------------|-----------|-----------|
| Working Conditions -- Managing Student Conduct | 85.60% | 90.00% | 92.00% |
| Working Conditions -- Community Engagement and Support | 88.00% | 91.00% | 93.00% |
| Working Conditions -- School Leadership | 89.60% | 92.00% | 93.00% |
| Percentage of New and KTIP Teachers | 12.00% | 10.00% | 8.00% |
| Percentage of Teacher Turnover | 15.00% | 12.00% | 10.00% |
| Additional District Measures (Optional) | | | |
| Example: Overall Effectiveness of Teachers and Leaders (not required) | | | |
| Example: Student Achievement (SGG, MSGP, Other district measures) (not required) | | | |

2017 RISD Phase III: Goal Builder for Districts_11022017_14:55

Phase III: Goal Builder for Districts

Russellville Independent
Bart Flener
355 South Summer Street
Russellville, Kentucky, 42276
United States of America

Last Modified: 09/19/2018
Status: Open

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Phase III: Goal Builder for Districts

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education 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 inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/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.

Upload your completed Goal Builder in the attachment area below:

You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

Find goal builder attached.

ATTACHMENTS

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

ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|--|-------------|---------|
|  2017-18 Russellville Independent Schools Goal Builder | G | |

Russellville Independent Schools, 2017-18

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education 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 school/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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, 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/Gap

Goal 1:
Elementary Proficiency/Gap
 By May, 2019, Stevenson Elementary will increase the percentage of students scoring at or above proficiency by at least 7% in Reading and Math areas as measured by the state administered assessment.

By May, 2019, Stevenson Elementary will increase the percentage of African- American students and students with IEPs scoring at or above proficiency by at least 5% in Reading and Math areas as measured by the state administered assessment.

Middle/High Proficiency/Gap

By May, 2019, RJSHS will increase the percentage of students scoring at or above proficiency by at least 15% for Combined Reading and Math scores.

| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|--|---|--|--|---------|
| <p>Objective 1- Elem: By May, 2018 increase the percentage of students scoring at or above proficiency by at least 3.5% in Reading and Math.</p> <p>Objective 2 - Elem: By May, 2018 the percentage of African- American students and students with IEPs scoring at or above proficiency will increase by at least 3%.</p> | <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> | <p>District staff will provide support the elementary school during weekly PLCs as teachers work collaboratively to (1) analyze student data; (2) use data to inform and plan instruction; (3) track student progress toward goal achievement; (4) review/analyze/apply student level data for identified gap groups in order to track progress toward proficiency; (5) use Google data documents that have been developed to assist in monitoring and analyzing STAR data; (6) “name and claim” all students, including targeting students on the “bubble” for extra interventions and additional instructional opportunities such as ESS, RTI, and small group targeted skill instruction; (7) utilize data to identify subpopulations and review student performance data across multiple school years against both state and district goals for the purpose of setting goals (STAR Reading and Math); and (8) schedule intervention blocks for reading and mathematics for small group instruction (Tier 2 and Tier 3).</p> | <p>Students will show an increase in 2017-18 KPREP Assessment scores for reading and math.</p> <p>African-American students and students with IEPs will increase at or above the proficiency area by 1% on the KPREP Assessment 2017-18.</p> | <p>District/school administrative team will monitor monthly for implementation and impact.</p> | |
| | <p>KCWP 2: Design and Deliver Instruction</p> | <p>District staff will provide support the elementary school as teachers work to (1) improve the delivery of instruction by using their GO Math, Reading Street, and Science Dimensions textbooks with fidelity; (2) incorporate High Yield Instructional Strategies (Marzano and Hattie) into their instruction; (3) use Guided Planning to ensure lesson planning is intentional and delivers quality instruction; (4) implement PBIS/CHAMPs schoolwide so teachers can be able to deliver instruction effectively;</p> <p>District staff will collaborate with the elementary PBIS team will review nonacademic data monthly, share with staff with recommended strategies for improvement, and continue to implement the schoolwide behavior plan including monthly ROAR Celebrations to encourage/promote positive behavior.</p> | <p>Students will show an increase of mastery of math and reading content based upon STAR, formative and summative assessment data.</p> | <p>District/school administrative team will monitor monthly for implementation and impact.</p> | |

Goal 1:

Elementary Proficiency/Gap

By May, 2019, Stevenson Elementary will increase the percentage of students scoring at or above proficiency by at least 7% in Reading and Math areas as measured by the state administered assessment.

By May, 2019, Stevenson Elementary will increase the percentage of African- American students and students with IEPs scoring at or above proficiency by at least 5% in Reading and Math areas as measured by the state administered assessment.

Middle/High Proficiency/Gap

By May, 2019, RJSHS will increase the percentage of students scoring at or above proficiency by at least 15% for Combined Reading and Math scores.

| | | | | | |
|--|---|--|--|---|--|
| | KCWP 1: Design and Deploy Standards | Guided Planning will consistently be implemented across all grade levels, Preschool through 5 th grade, in order to ensure effective instruction throughout the school. Weekly walk-throughs will be completed using the school's walkthrough document. | Using STAR data and classroom data will show that standards are being mastered. | District/school administrative team will monitor monthly for implementation and impact. | |
| | | District Pacing Guides will be used by teachers during planning of instruction to ensure that all standards are being taught within the correct time frame. | | | |
| | | Teachers will design Learning Targets to align with their instruction and assessments both formative and summative. | | | |
| | KCWP 6: Establishing Learning Culture and Environment | The district will increase parent and community involvement by (1) supporting student learning of common core standards; (2) ensuring/establishing communication links with parents to address barriers in learning; (3) training teachers how to make 2 or more parent contacts weekly; and (4) providing training to parents, such as Literacy and Math nights, Cultures Around the World, Parent-Teacher Conferences (2 a year), Born Learning Academy, Little Panther Academy, and our Russellville Reads Bookmobile, Title I night. | Parents will be more involved and able to support their child's learning by attending at least 3 of the different opportunities offered. This will be monitored through our Google check-in. | District/school administrative team will monitor monthly for implementation and impact. | |
| | | The district will work with administration/teachers in efforts to support parents and non-English speaking parents to aid their children's learning (parent classes, transition services, resource lists, and weekly newsletters). | | | |
| | | | | | |

Goal 1:
Elementary Proficiency/Gap
 By May, 2019, Stevenson Elementary will increase the percentage of students scoring at or above proficiency by at least 7% in Reading and Math areas as measured by the state administered assessment.

By May, 2019, Stevenson Elementary will increase the percentage of African- American students and students with IEPs scoring at or above proficiency by at least 5% in Reading and Math areas as measured by the state administered assessment.

Middle/High Proficiency/Gap

By May, 2019, RJSHS will increase the percentage of students scoring at or above proficiency by at least 15% for Combined Reading and Math scores.

| | | | | | |
|---|--|---|---|--|--|
| <p>Objective 3 – Middle School: By May 2019, 65% of MS will score at or above proficiency in combined reading and math as measured by state administered assessments.</p> <p>Objective 4 – High School: By May 2019, 60% of HS will score at or above proficiency in combined reading and math as measured by state administered assessments.</p> | <p>KCWP 2: Design and Deliver Instruction (Intervention times of no less than 45 minutes a day implemented for all students categorized as Tier II and III.)</p> | <p>The district will provide support as the middle/high school embeds Professional Development during weekly PLC meetings led by district level instructional coaches, building administration, and outside resources, including a school wide data tracking system implemented in the school for the purpose of monitoring student progress at the Tier I level (3 times a year) and the Tier II and III levels (every three weeks).</p> | <p>Established dates for testing clearly communicated and protected.</p> <p>School wide emphasis placed on PLCs strategically designed and communicated in advance with faculty with intent to develop faculty instructional DOK and skill sets in the areas of reading and math.</p> | <p>District/school administrative team will monitor monthly for implementation and impact.</p> | |
|---|--|---|---|--|--|

2: Graduation rate

| <p>Goal 2: By May, 2019, the graduation rate at RHS will increase to 94%.</p> | | | | | |
|--|--|--|------------------------------------|--|---------|
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| <p>Objective 1: By May of 2019, the graduation rate at RHS will be at 94%</p> | <p>Beginning in Spring of 2018, all students in grades 8-12 have individualized standards and plans that guide their academic progress through HS.</p> | <p>In Spring 2018, District/RHS will hire a College Coach through the Americoprns Grant Program that will pay for a 35 hour a week position in the school to focus on graduation requirements, development of pathway programs, and student retention based initiatives within the school.</p> | <p>Increased graduation rates.</p> | <p>District/school administrative team will monitor monthly for implementation and impact.</p> | |

3: Growth

| <p>Goal 3: Elementary Growth By May, 2019 reduce Novice in Reading from 31.9% to 20.0% and in Math reduce 20.4% to 10.0% as measured by the state administered assessment.</p> <p>Middle Growth By 2020, RMS students will increase Proficiency or higher scoring on the KPREP Reading diagnostic from 46.0% to 66.0%.</p> | | | | | |
|---|---|---|--|---|---------|
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1 - Elem: By May, 2018 reduce Novice in Reading to 26%. Objective 2 - Elem: By May, 2018 reduce Novice in Math to 15%. | KCWP 2: Design and Deliver Instruction | The district will provide support to administration/teachers to (1) design and deliver relevant and rigorous CORE instruction to all students, utilizing aligned learning targets, Reading Street curriculum, and appropriate assessments; (2) design and deliver specific and focused RTI schoolwide/district process for every child; and (3) implement Accelerated Reader across the school to improve student reading outcomes. | Students will show growth in reading and mathematics based upon STAR data. | District/school administrative team will monitor monthly for implementation and impact. | |
| | KCWP 3: Design and Deliver Assessment Literacy | The district will provide time and resources throughout the year so teachers can develop essential grade level skills and create formative and summative assessments that are aligned to the standards across all content areas. | | | |
| | KCWP 2: Design and Deliver Instruction | The district will provide support to administration/teachers to (1) design and deliver relevant and rigorous CORE instruction to all students, utilizing aligned learning targets, Go Math! curriculum, and appropriate assessments and (2) design and deliver specific and focused RTI schoolwide/district process for every child. | | | |
| Objective 3 – Middle: By 2020, 66% of MS will score at or above proficiency in combined reading and math as measured by state administered assessments. | KCWP 2: Design and Deliver Instruction (Intervention times of no less than 45 minutes a day implemented for all students categorized as Tier II and III.) | The district will provide support as the middle/high school embeds Professional Development during weekly PLC meetings led by district level instructional coaches, building administration, and outside resources, including a school wide data tracking system implemented in the school for the purpose of monitoring student progress at the Tier I level (3 times a year) and the Tier II and III levels (every three weeks). | Established dates for testing clearly communicated and protected. School wide emphasis placed on PLCs strategically designed and communicated in advance with faculty with intent to develop faculty instructional DOK and skill sets in the areas of reading and math. | District/school administrative team will monitor monthly for implementation and impact. | |

4: Transition readiness

Goal 4:

Elementary Transition Readiness

By 2019, the percentage of students who are Transition Ready will increase from 45% to 75% in STAR Reading and from 40% to 70% in STAR Mathematics.

Middle School Transition Readiness

By 2019, 100% of RMS 8th grade students are enrolled in a four-course pathway that upon completion, qualifies them as transition ready.

High School Transition Readiness

By May, 2019, 100% of RHS students are enrolled and progressing (a) towards completion of a four-course pathway in a transition accredited subject areas, and/or (b) have achieved a benchmark ACT score that earns them a designation as “College Ready” per KDE standards.

| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|--|---|--|---|---------|
| <p>Objective 1 - Elem: By May, 2018, the percentage of students who are Transition Ready will increase to 60% in STAR Reading.</p> <p>Objective 2 - Elem: By May 2018, the percentage of students who are Transition Ready will increase to 55% in STAR Mathematics.</p> | KCWP 2: Design and Deliver Instruction | <p>District staff will provide support the elementary school as teachers work to (1) improve the delivery of instruction by using their GO Math, Reading Street, and Science Dimensions textbooks with fidelity; (2) incorporate High Yield Instructional Strategies (Marzano and Hattie) into their instruction; (3) use Guided Planning to ensure lesson planning is intentional and delivers quality instruction; (4) implement PBIS/CHAMPs schoolwide so teachers can be able to deliver instruction effectively;</p> <p>District staff will collaborate with the elementary PBIS team will review nonacademic data monthly, share with staff with recommended strategies for improvement, and continue to implement the schoolwide behavior plan including monthly ROAR Celebrations to encourage/promote positive behavior.</p> <p>The FRC Coordinator will continue to make home visits to make student needs are being met.</p> | Students will show an increase in 2017-18 KPREP Assessment scores for reading and math. | District/school administrative team will monitor monthly for implementation and impact. | |
| Objective 3 – Middle/High: By May of 2019, 97% of all RHS graduates are transition or college ready. | Enrollment practices redefined through BOE requirements. | Transition Ready Course Pathways become a district requirement for all students beginning in the Fall of 2018. | All students enrolled in four course pathway and/or dual credit courses based on qualifications. | District/school administrative team will monitor monthly for implementation and impact. | |

Goal 4:

Elementary Transition Readiness

By 2019, the percentage of students who are Transition Ready will increase from 45% to 75% in STAR Reading and from 40% to 70% in STAR Mathematics.

Middle School Transition Readiness

By 2019, 100% of RMS 8th grade students are enrolled in a four-course pathway that upon completion, qualifies them as transition ready.

High School Transition Readiness

By May, 2019, 100% of RHS students are enrolled and progressing (a) towards completion of a four-course pathway in a transition accredited subject areas, and/or (b) have achieved a benchmark ACT score that earns them a designation as “College Ready” per KDE standards.

| | | | | | |
|--|--|---|--|---|--|
| | | Beginning in Fall 2018, all students who score benchmark proficiency on the ACT are enrolled in dual credit classes for that/those subject areas in place of standard high school courses of an equal credit value. | Dual credit successful completion rates versus previous years. Increased completion rates of four course pathways and/or dual credit classes | District/school administrative team will monitor monthly for implementation and impact. | |
|--|--|---|--|---|--|

2017 RISD CDIP Phase III: The Superintendent Gap Assurance_11022017_14:54

CDIP Phase III: The Superintendent Gap Assurance

Russellville Independent
Bart Flener
355 South Summer Street
Russellville, Kentucky, 42276
United States of America

Last Modified: 09/19/2018

Status: Open

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CDIP Phase III: The Superintendent Gap Assurance

GAP Target Assurance

As superintendent of the district, I hereby certify that:

- No school in the district has failed to meet its gap target for two (2) consecutive years.
- The following School(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below.**

COMMENTS

Please enter your comments below.

R.E. Stevenson Elementary, Russellville Sr. High School

ATTACHMENTS

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

ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------|-------------|---------|
|-----------------|-------------|---------|