

A black and white photograph of the Russellville Independent School District (RISD) building. The building is a large, classical-style structure with a prominent entrance. Above the entrance, the word "RUSSELLVILLE" is inscribed in large, capital letters. Below this, the letters "RISD" are displayed in a very large, bold, serif font. The building is flanked by stone walls. In front of the building, there are three flagpoles. The leftmost pole has a flag with a large "R" on it. The middle pole has the American flag. The rightmost pole has a flag with a large "S" on it. The sky is cloudy, and there are bare tree branches in the upper right corner.

Russellville Independent School District **Strategic Plan**

Presented for Adoption:
March 2024

Proposed by:
Kyle Estes
Superintendent

STRATEGIC PILLARS

In alignment with the voices of our students, parents, staff, and community members, the pillars to our success:

R Rooted in
Community

Strengthen and
celebrate the connection
to our heritage

I Innovative
Mindset

Create a culture that
encourages authentic
learning in a safe
environment

S Student
Centered
Experiences

Prioritized in all aspects
of education

D District of
Choice

Distinguish our district
as the preferred
destination for students,
staff, and families

KEY INITIATIVES 2024 - 2028

Foster vibrant relationships
among students, families,
and partners

Tell our story of honoring
our past while building our
future

Enhance pride and safety
among our campuses

Equip all staff with the
necessary tools to be
successful through training
and support

Create diverse and
enriching opportunities for
all students to overcome
barriers

Prepare all students to
become resilient learners

Provide opportunities for
students to take an active
role in their education

Tailor teaching methods to
meet individual needs

Support a culture of
belonging and connection

Create a culture of shared
responsibility that values
high expectations for
learning and achievement

Cultivate a consistently
positive working and
learning environment that
strengthens community
relations

Communicate in a targeted

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Prepare all students to become resilient learners by meeting academic standards

Districtwide Long-Term Goals

Students – Student monitoring and reporting of their own academic and behavior progress

Staff – Develop, model, and positively reward consistent schoolwide expectations through expected mindsets

Community – Near 100% participation from families in student-led conferences on academic, behavioral, and social goals and progress

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Districtwide Activities

Students – Increased exposure to aligned, **high-quality questions** through Pear Assessment resource

Staff – Empowered to develop **Content Instructional Visions** that vertically align the district in mission, values, priority foci, and priority skills for students

Community – Steadily adding new partners for work study opportunities, student project and club support, and supporting student interests

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Stevenson Elementary School

Initiative 1 – MTSS changes

- Monthly MTSS meetings with all teachers for academics and behavior. This process includes clearly defining MTSS expectations, resources, and providing specific guidance and trainings to assist teachers in ensuring that all students' needs are met.
- All protocols typed and shared, specific training in STAR CBM to focus on specific academic skills, and assisting with proper data collection

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Initiative 2 – Student Test Prep Groups

- Analyze STAR and KSA results and place 5th grade students in specific test prep groups that administrators will pull and work with twice a week to improve their scores. This takes place during MTSS time for reading and math.

Initiative 3 – Student Data Ownership

- All 5th grade students will have monthly data talks with administrators and will discuss their growth or lack thereof. Administrators will work with students on setting new goals for future assessments as well. Each administrator works specifically with a certain class. Ms. Basham- Ms. Robinson; Mr. Kirby- Ms. Behm; Ms. Collins- Ms. Bailey

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Russellville Middle School

- **Provided, trained, & implemented** PEAR Assessment
(necessary tools, training/support)
- Most **delivered assessments** will replicate KSA
(enriching opportunities, overcoming barriers)
- **Strategic, intentional conversations and mentoring** with academically tiered students
(learning in a safe environment, overcome barriers, resilient learners)

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Russellville High School

- Have transparent conversations with students about the "WHY" of KSA, motivation, student voice
- Mentor Groups for those identified in “8-8-4” design
- PLCs, SBDM, and Staff meetings
 - Adolescent Literacy Model (ALM)
 - Teacher Feedback
 - Curriculum Meetings