



Comprehensive School Improvement Plan

Russell Springs Elementary School
Russell County

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Russell Springs, KY 42642

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Russell Springs Elementary is a school of 750 preschool through fifth grade students located in the Lake Cumberland area of South Central Kentucky. RSES is fortunate to have an experienced staff with many of our faculty holding Master's and Rank I degrees. Although we no longer house 6th grade in our building, we have seen a slight increase in enrollment due to another elementary school closing in our district. We have also seen a reduction in classified staff resulting in less individualized support. We have several challenges that we face as a school. One is the high-level of poverty in our community as evidenced by the 72% of our students who are eligible for free or reduced lunch. Another challenge we face is the high percentage of students who are dependent on a means of support other than their parents. Several of our students have limited access to a computer or the internet. With an increasing number of programs that require technology, this is an additional barrier to learning. Our faculty and staff are very dedicated to overcoming the barriers that we face in order to provide our students with a quality education and a safe, loving, and supportive environment.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Russell Springs Elementary School is to provide each student a diverse education in a safe and supportive environment that promotes self-confidence, self-discipline, student effort, and excellence in learning. As a team, RSES staff, parents, and community will work together with the implementation of curriculum programs. We will also assist students in developing skills to become independent and self-sufficient adults who will be responsible members of society.

Notable Achievements and Areas of Improvement

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

Based on the results of the K-PREP testing, the achievement of students in all sub-groups increased in both science and writing. For the second year in a row, our 2012-2013 academic team won the county academic meet competing against three other elementary schools. A second computer lab was purchased with school funds and set up to be used for common assessments, benchmarking, and to enhance classroom learning. This lab also includes data boards which provide students a visual of individual goals needed to reach proficiency. We are continuing to use the computer lab that was purchased in 2012 for K-5 students to receive interactive, real-life, real-world experiences with a highly qualified teacher in all content areas. Programs that are technology rich such as Reading Horizons, Reading Eggs, Study Island, Accelerated Reader, and Go Math are continuing to be used in the classrooms. Newly purchased technology programs include Gizmos for fourth grade science and Math Whiz for fifth grade math. We have also purchased a new reading series, Journeys, for all grade-levels. We are continuing school grade-level PLCs monthly. Our school climate has been improved with the implementation of Stephen Covey's *The Leader in Me: Seven Habits of Highly Effective Kids*. In just three months, we have seen a significant decrease in office referrals. Our school-wide discipline policy, monthly effort awards, and coaching groups which help support, motivate and encourage students to put forth their best effort in all aspects of the school environment are still in place.

Our school is still classified as a needs improvement school. This is an obvious area of needed improvement. We must focus on our overall math, reading, and social studies scores in order to reach proficiency. The district has purchased Discovery Education Assessments which is our new benchmarking system. The data received from these reports will drive classroom instruction and help classroom teachers and RTI interventionists develop lesson plans to promote greater student learning. Although we have implemented standards-based grading in the primary, an area of improvement that our school is striving to achieve in the next three years is to extend that practice to the intermediate grades. With that, we are continuing to work towards educating our parents on understanding the new grading system and how it will better show the progress of their student toward the mastery of each skill. Also, RSES is continuing to participate in the state-wide pilot of the Professional Growth Evaluation System (PGES). The Principal and Assistant Principal are both certified in the new evaluation process. We expect to see greater teacher performance as the new system will allow teachers to see their weaknesses and receive support through PD360 and CIITS.

Additional Information

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

Our hard working faculty/staff and especially our students are giving their best effort each and every day. We believe it is our responsibility and goal to produce productive members of society by preparing them to be college or career ready. We will accomplish this by working together as a team including teachers, assistants, students, parents and community. We must ensure that our students have a safe and orderly school environment, maintain high expectations for all students, and promote student achievement. We try to promote to our parents that student success will be achieved by them becoming more involved in their child's education, by listening to them, spending time with them and encouraging them daily to do their very best. If students understand that their education is important to their parents, then it will be important to them as well. Even though we are the largest of the three elementary schools in our district, with over 700 students, we are committed to staying focused on meeting the individual needs of each student. We truly care about our students and want to see each one succeed.

2013-2014 Comprehensive School Improvement Plan

Overview

Plan Name

2013-2014 Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 2 Strategies: 5 Activities: 14	Organizational	\$24401
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 4 Strategies: 5 Activities: 14	Organizational	\$10906
3	Students and teachers at Russell Springs Elementary School will experience a positive learning and working environment as evidenced by an increase from 77.6% to 86.0% per the Composite Rate of Agreement on the 2014-2015 TELL Survey.	Objectives: 3 Strategies: 5 Activities: 9	Organizational	\$3500
4	Program Reviews in Writing, Practical Living, Arts and Humanities will reflect improved student performance.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
5	Increased the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Increase the percentage of effective principals (as measured by principal effectiveness tool) to ____% by 2015.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$250

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Russell Springs Elementary School from 40.5 to 54.2 by 05/09/2014 as measured by 2013-2014 K-PREP .

(shared) Strategy 1:

Common Assessments - K-5 teachers will administer district common assessments four times yearly. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-Prep and Stanford 10 testing.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500	Title II Part A	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator

(shared) Strategy 2:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent and teachers meet one-on-one to discuss the student's current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0	No Funding Required	All faculty including ESL district staff

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035	Title I Part A	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians

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Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/20/2014	02/20/2014	\$2476	Title I Part A	All faculty and staff

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Teachers

(shared) Strategy 3:

CIITS - Teachers will incorporate the use of CIITS into developing curriculum maps, lesson planning, assessments, and reports to impact highly effective classroom teaching and learning.

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CIITS school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Professional Learning	05/01/2013	06/30/2015	\$5595	Race to the Top	Principal, CIITS School/District Manager, Curriculum Leads, Teachers

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$5595	Race to the Top	Teachers, Principal, CIITS District Manager

(shared) Strategy 4:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, springs). This information is used to help students set individual goals and to place students in the correct instructional group.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0	Title I Part A	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher
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Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Activity - Professional Peer Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200	General Fund	Principal, Classroom Teachers

(shared) Strategy 5:

Technology-Rich Instruction - Teachers will use newly-purchased technology resources that promote a higher level of student engagement.

Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0	Other	4th Grade Science Teacher

Activity - Maths-Whizz Online Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0	Other	5th Grade Math Teacher

Activity - Additional Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher
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Activity - e-Beam Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0	Other	Classroom Teachers

Measurable Objective 2:

collaborate to improve areas of weakness in language and communication, cognitive and general knowledge, and physical well-being as identified on the Brigance Screener by 05/02/2014 as measured by Stanford 10.

(shared) Strategy 1:

Common Assessments - K-5 teachers will administer district common assessments four times yearly. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-Prep and Stanford 10 testing.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500	Title II Part A	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator

(shared) Strategy 2:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, springs). This information is used to help students set individual goals and to place students in the correct instructional group.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0	Title I Part A	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher
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Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Activity - Professional Peer Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200	General Fund	Principal, Classroom Teachers

(shared) Strategy 3:

Technology-Rich Instruction - Teachers will use newly-purchased technology resources that promote a higher level of student engagement.

Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0	Other	4th Grade Science Teacher

Activity - Maths-Whizz Online Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0	Other	5th Grade Math Teacher

Activity - Additional Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher
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Activity - e-Beam Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0	Other	Classroom Teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.3 to 49.2 by 05/09/2014 as measured by 2013-2014 K-PREP.

(shared) Strategy 1:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035	Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/21/2014	02/21/2014	\$2476	Title I Part A	All faculty and staff
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Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0	No Funding Required	All faculty and staff including ESL district staff

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Staff

(shared) Strategy 2:

Parent Communication of Student Progress - Various forms of communication will be provided to parents to convey information of strategies being used with those students who are identified as being in a gap group.

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/14/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher

(shared) Strategy 3:

Target Gap Group Students Not at Proficient - The homeroom teachers, leadership team, and interventionist will work together to identify gap group students that are not proficient on K-Prep, Discovery Education, and/or in classroom performance.

Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0	Other	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants
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Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	11/25/2013	05/09/2014	\$0	Other	Classroom Teachers, Leadership Team

Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet individually with all 4th and 5th grade students to discuss their academic performance on the 2012-2013 K-Prep and to assist them in setting their goal for growth or to reach proficiency.	Academic Support Program	10/28/2013	11/25/2013	\$0	No Funding Required	Principal

Activity - Principal's High-Five Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/06/2014	05/09/2014	\$0	Other	Principal

(shared) Strategy 4:

Schoolwide RTI Program - All K-5 students are administered Discovery Education Assessments for reading and math three times per year (fall, winter, spring). This data is used to place students in an instructional group that will give additional support in reading and math.

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling below the 15%tile in reading and math are given small group interventions four times per week for 30 minutes per day using researched-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0	Title I Part A	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

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Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher hired through ESS Daytime Waiver money to provide small-group instruction to students falling below benchmark in math and reading.	Academic Support Program	08/26/2013	04/04/2014	\$5395	Other	ESS Daytime Waiver Teacher, RTI Interventionist

Activity - Eku Fluency Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work independently to achieve mastery of basic computations skills. Once a student masters a skill, they progress on to the next skill.	Academic Support Program	09/03/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist, 3-5 Classroom Teachers

Measurable Objective 2:

collaborate to increase proficiency in math and reading among students qualifying for free and reduced lunch by 05/09/2014 as measured by 2013-2014 K-PREP.

(shared) Strategy 1:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035	Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/21/2014	02/21/2014	\$2476	Title I Part A	All faculty and staff

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0	No Funding Required	All faculty and staff including ESL district staff

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Staff
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(shared) Strategy 2:

Parent Communication of Student Progress - Various forms of communication will be provided to parents to convey information of strategies being used with those students who are identified as being in a gap group.

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/14/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher

(shared) Strategy 3:

Target Gap Group Students Not at Proficient - The homeroom teachers, leadership team, and interventionist will work together to identify gap group students that are not proficient on K-Prep, Discovery Education, and/or in classroom performance.

Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0	Other	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

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Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	11/25/2013	05/09/2014	\$0	Other	Classroom Teachers, Leadership Team
Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet individually with all 4th and 5th grade students to discuss their academic performance on the 2012-2013 K-Prep and to assist them in setting their goal for growth or to reach proficiency.	Academic Support Program	10/28/2013	11/25/2013	\$0	No Funding Required	Principal
Activity - Principal's High-Five Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/06/2014	05/09/2014	\$0	Other	Principal

(shared) Strategy 4:

Schoolwide RTI Program - All K-5 students are administered Discovery Education Assessments for reading and math three times per year (fall, winter, spring). This data is used to place students in an instructional group that will give additional support in reading and math.

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling below the 15%tile in reading and math are given small group interventions four times per week for 30 minutes per day using researched-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0	Title I Part A	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants
Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher hired through ESS Daytime Waiver money to provide small-group instruction to students falling below benchmark in math and reading.	Academic Support Program	08/26/2013	04/04/2014	\$5395	Other	ESS Daytime Waiver Teacher, RTI Interventionist
Activity - ECU Fluency Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students work independently to achieve mastery of basic computations skills. Once a student masters a skill, they progress on to the next skill.	Academic Support Program	09/03/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist, 3-5 Classroom Teachers
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Measurable Objective 3:

collaborate to increase proficiency in reading and math for males in 3rd-5th grades by 05/09/2014 as measured by 2013-2014 K-PREP.

(shared) Strategy 1:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035	Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/21/2014	02/21/2014	\$2476	Title I Part A	All faculty and staff

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0	No Funding Required	All faculty and staff including ESL district staff

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Staff

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(shared) Strategy 2:

Parent Communication of Student Progress - Various forms of communication will be provided to parents to convey information of strategies being used with those students who are identified as being in a gap group.

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/14/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist
Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist , ESS Daytime Waiver Teacher

(shared) Strategy 3:

Target Gap Group Students Not at Proficient - The homeroom teachers, leadership team, and interventionist will work together to identify gap group students that are not proficient on K-Prep, Discovery Education, and/or in classroom performance.

Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0	Other	Principal, Assistant Principal, RTI Interventionist , ESS Daytime Waiver Teacher, Classroom Teachers, Assistants
Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	11/25/2013	05/09/2014	\$0	Other	Classroom Teachers, Leadership Team

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Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet individually with all 4th and 5th grade students to discuss their academic performance on the 2012-2013 K-Prep and to assist them in setting their goal for growth or to reach proficiency.	Academic Support Program	10/28/2013	11/25/2013	\$0	No Funding Required	Principal

Activity - Principal's High-Five Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/06/2014	05/09/2014	\$0	Other	Principal

Measurable Objective 4:

collaborate to increase proficiency in math and reading among students with disabilities by 05/09/2014 as measured by 2013-2014 K-PREP.

(shared) Strategy 1:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035	Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/21/2014	02/21/2014	\$2476	Title I Part A	All faculty and staff

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0	No Funding Required	All faculty and staff including ESL district staff

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Staff
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(shared) Strategy 2:

Parent Communication of Student Progress - Various forms of communication will be provided to parents to convey information of strategies being used with those students who are identified as being in a gap group.

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/14/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0	No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher

(shared) Strategy 3:

Target Gap Group Students Not at Proficient - The homeroom teachers, leadership team, and interventionist will work together to identify gap group students that are not proficient on K-Prep, Discovery Education, and/or in classroom performance.

Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0	Other	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

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Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	11/25/2013	05/09/2014	\$0	Other	Classroom Teachers, Leadership Team
Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet individually with all 4th and 5th grade students to discuss their academic performance on the 2012-2013 K-Prep and to assist them in setting their goal for growth or to reach proficiency.	Academic Support Program	10/28/2013	11/25/2013	\$0	No Funding Required	Principal
Activity - Principal's High-Five Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/06/2014	05/09/2014	\$0	Other	Principal

Strategy 4:

Evaluating Specially Designed Instruction - Principal will meet with each special education teacher to look at the specially designed instruction for each student with disabilities to ensure that an appropriate program has been put into place to close the achievement gap.

Activity - Release Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Release time will be given to each special education teacher so that they can meet with the principal to analyze the specially designed instruction for each of their students.	Professional Learning	01/06/2014	01/17/2014	\$0	Other	Principal, Special Education Teachers

Goal 3: Students and teachers at Russell Springs Elementary School will experience a positive learning and working environment as evidenced by an increase from 77.6% to 86.0% per the Composite Rate of Agreement on the 2014-2015 TELL Survey.

Measurable Objective 1:

demonstrate a behavior by decreasing the number of office referrals for unacceptable behavior by 25% by 05/09/2014 as measured by reports in Infinite Campus.

Strategy 1:

School-Wide Discipline Plan and Policy - Student behavior will be guided by our school-wide discipline plan and policy which includes rules, procedures, and expectations.

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Activity - Morning Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, faculty, and staff begin their day by meeting in the gym to hear announcements, to celebrate student successes, and to reinforce the 7 Habits.	Behavioral Support Program	08/07/2013	05/09/2014	\$0	No Funding Required	All faculty and staff

Activity - Monthly Effort Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who achieve their monthly behavior goal will receive recognition and a reward chosen by the discipline committee. At the end of the school year, students who have achieved the reward 6 out of 8 months will receive a year-end effort reward (inflatables).	Behavioral Support Program	08/07/2013	05/09/2014	\$3000	Other	All faculty and staff

Strategy 2:

2-5 Coaching Groups - Each 2-5 student has been assigned to a faculty or staff member who will listen to his/her concerns, build unity among our students, and reinforce our adopted school-wide expectations. Each coaching team consists of one adult and 8-10 students from various grade-levels.

Activity - Coach Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet with their coaches once every three weeks in groups of 8-10 in a round-table type open discussion to address students' concerns and needs. Coaches use this time to provide encouragement and promote student effort in all aspect of the school environment.	Behavioral Support Program	08/30/2013	05/02/2014	\$500	Other	Assigned Teachers and Assistants, Family Resource, Custodians, Nurses, Secretaries, Principal, Assistant Principal, Counselor

Strategy 3:

The Leader in Me - P - 5 teachers and staff participated in a 4 day training which provided insight in promoting an atmosphere of leadership, communication, respect, and time management. Teachers are fostering the opportunity for students to learn life skills that are required to be productive adults.

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn Stephen Covey's 7 Habits through Morning Assembly activities, classroom activities, and by participating in leadership roles throughout the school.	Behavioral Support Program	08/07/2013	05/31/2014	\$0	Grant Funds	All faculty and staff

Measurable Objective 2:

demonstrate a proficiency by 80% of students achieving increased performance levels in 4 out of 5 fitness components by 04/25/2014 as measured by the established performance levels of the school fitness test.

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Strategy 1:

Endurance Building - Provide all students in Grade K-5 with opportunities, support, and encouragement to be physically active on a regular basis.

Activity - Walking/Running	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of each P.E. class, students will be expected to walk/run a required number of laps based on recommendations of teacher to get them to the desired performance level.	Other	08/07/2013	05/09/2014	\$0	No Funding Required	P.E. Teacher, Activity Teachers

Activity - Annual Student/Parent One Mile Fun Run	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will walk/run on a designated one mile course during the school day.	Parent Involvement	04/18/2014	04/18/2014	\$0	No Funding Required	P.E. Teachers, Activity Teachers, Principal, Assistant Principal, Assistants

Activity - Annual 5K Run Sponsored by PTO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, parents, and community will participated in an annual 5K run/walk on a designated course that will begin and end on school grounds.	Community Engagement	04/26/2014	04/26/2014	\$0	No Funding Required	Volunteer Teachers, Principal, Assistant Principal, School Resource Officer

Measurable Objective 3:

collaborate to provide professional developments in areas of concern by 05/09/2014 as measured by school-wide needs assessment.

Strategy 1:

CIITS - Teachers will incorporate the use of CIITS into developing curriculum maps, lesson planning, assessments, and reports to impact highly effective classroom teaching and learning.

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CITTs school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Academic Support Program	05/30/2013	06/30/2015	\$0	Other	Principal, CIITS School/District Manager, Curriculum Leads, Teachers
Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$0	No Funding Required	Teachers, Principal, CIITS District Manager

Goal 4: Program Reviews in Writing, Practical Living, Arts and Humanities will reflect improved student performance.

Measurable Objective 1:

demonstrate a proficiency in an area of needed improvement in Writing, Practical Living, and Arts and Humanities by 05/09/2014 as measured by 2013-2014 Program Reviews.

Strategy 1:

Program Review Trainings - Additional training for teachers in areas of needed improvement will be provided during faculty meetings and PLCs. Teachers will gain valuable information on integrating program review activities into their classroom instruction.

Activity - Professional Learning - Arts and Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts & Humanities teacher will lead two separate professional learning activities on the dynamics of posters and on integrating art vocabulary into the curriculum.	Professional Learning	01/06/2014	02/28/2014	\$0	No Funding Required	Principal, Arts and Humanities Teacher
Activity - Professional Learning - Practical Living	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The practical living teachers will lead two separate professional learning activities on integrating physical education and health education into the regular classroom curriculum.	Professional Learning	01/06/2014	02/28/2014	\$0	No Funding Required	Principal, Practical Living Teachers
Activity - Professional Learning - Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Elementary Instructional Coordinator will meet with all teachers to provide an update training on the district writing policy.	Professional Learning	01/06/2014	01/31/2014	\$0	No Funding Required	Elementary Instructional Coordinator
Activity - Professional Learning - Writing Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Instructional Coordinator will meet with each grade level to develop assessments and writing rubrics that correspond with the new reading series, Journeys.	Professional Learning	02/03/2014	02/28/2014	\$0	No Funding Required	Elementary Instructional Coordinator

Goal 5: Increased the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015.

Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System.

Strategy 1:

Lync On-line and District/School TPGES Trainings - Teachers will participate in Lync online and district/school TPGES trainings in an effort to achieve highly effective PGES standards. Teachers will implement PGES highly effective teacher standards. Principal will evaluate and provide guidance to teachers for attainment of highly effective standards.

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	All teachers, principals, District PGES Coordinator, District PD Coordinator
Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers gain new knowledge about TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Professional Learning	05/01/2013	05/30/2015	\$0	No Funding Required	All teachers, principals
Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RSES principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	Principal

Goal 6: Increase the percentage of effective principals (as measured by principal effectiveness tool) to ____% by 2015.

Measurable Objective 1:

demonstrate a behavior to achieve highly effective principal by 06/30/2015 as measured by the Principal Professional Growth and Evaluation System.

Strategy 1:

Training and Implementation - RSES Principal will attend state or GRREC Effective Principal PGES trainings and will implement performance standards of the PGES to become highly effective. RSES Principal will document and keep evidence as required by PGES.

Activity - Principals' PGES Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RSES Principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$250	Other	School Principal, District PGES Coordinator

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RSES Principal will implement performance standards of the PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	School Principal, District PGES Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Daytime Waiver	Teacher hired through ESS Daytime Waiver money to provide small-group instruction to students falling below benchmark in math and reading.	Academic Support Program	08/26/2013	04/04/2014	\$5395	ESS Daytime Waiver Teacher, RTI Interventionist
Additional Computer Lab	An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher
Gizmos in Science	Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0	4th Grade Science Teacher
Leadership/Data Notebooks	Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	11/25/2013	05/09/2014	\$0	Classroom Teachers, Leadership Team
e-Beam Solutions	All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0	Classroom Teachers
Release Time	Release time will be given to each special education teacher so that they can meet with the principal to analyze the specially designed instruction for each of their students.	Professional Learning	01/06/2014	01/17/2014	\$0	Principal, Special Education Teachers

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Data Boards	Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants
Coach Meetings	Students meet with their coaches once every three weeks in groups of 8-10 in a round-table type open discussion to address students' concerns and needs. Coaches use this time to provide encouragement and promote student effort in all aspect of the school environment.	Behavioral Support Program	08/30/2013	05/02/2014	\$500	Assigned Teachers and Assistants, Family Resource, Custodians, Nurses, Secretaries, Principal, Assistant Principal, Counselor
Principal's High-Five Club	Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/06/2014	05/09/2014	\$0	Principal
CIITS Training	Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CIITS school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Academic Support Program	05/30/2013	06/30/2015	\$0	Principal, CIITS School/District Manager, Curriculum Leads, Teachers
Maths-Whizz Online Tutor	Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0	5th Grade Math Teacher
Data Boards	Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher
Principals' PGES Trainings	RSES Principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$250	School Principal, District PGES Coordinator

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Monthly Effort Rewards	Students who achieve their monthly behavior goal will receive recognition and a reward chosen by the discipline committee. At the end of the school year, students who have achieved the reward 6 out of 8 months will receive a year-end effort reward (inflatables).	Behavioral Support Program	08/07/2013	05/09/2014	\$3000	All faculty and staff
Total					\$9145	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator
Total					\$7500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning - Arts and Humanities	The Arts & Humanities teacher will lead two separate professional learning activities on the dynamics of posters and on integrating art vocabulary into the curriculum.	Professional Learning	01/06/2014	02/28/2014	\$0	Principal, Arts and Humanities Teacher
Professional Learning - Writing Policy	Elementary Instructional Coordinator will meet with all teachers to provide an update training on the district writing policy.	Professional Learning	01/06/2014	01/31/2014	\$0	Elementary Instructional Coordinator
Walking/Running	At the beginning of each P.E. class, students will be expected to walk/run a required number of laps based on recommendations of teacher to get them to the desired performance level.	Other	08/07/2013	05/09/2014	\$0	P.E. Teacher, Activity Teachers
Parent/Teacher Conferences	Parent and teachers meet one-on-one to discuss the student's current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0	All faculty including ESL district staff
Tier 2 and Tier 3 Communication	Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/14/2013	05/09/2014	\$0	RTI Interventionist

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Annual Student/Parent One Mile Fun Run	Students and parents will walk/run on a designated one mile course during the school day.	Parent Involvement	04/18/2014	04/18/2014	\$0	P.E. Teachers, Activity Teachers, Principal, Assistant Principal, Assistants
Principal-Student Conferences	Principal will meet individually with all 4th and 5th grade students to discuss their academic performance on the 2012-2013 K-Prep and to assist them in setting their goal for growth or to reach proficiency.	Academic Support Program	10/28/2013	11/25/2013	\$0	Principal
EKU Fluency Program	Students work independently to achieve mastery of basic computations skills. Once a student masters a skill, they progress on to the next skill.	Academic Support Program	09/03/2013	05/09/2014	\$0	RTI Interventionist, 3-5 Classroom Teachers
Professional Learning - Writing Assessments	Elementary Instructional Coordinator will meet with each grade level to develop assessments and writing rubrics that correspond with the new reading series, Journeys.	Professional Learning	02/03/2014	02/28/2014	\$0	Elementary Instructional Coordinator
Parent Survey	All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0	Principal, Assistant Principal, Counselor, Technology Resource Staff
Highly Effective Teacher Training	Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$0	All teachers, principals, District PGES Coordinator, District PD Coordinator
Parent Survey	All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0	Principal, Assistant Principal, Counselor, Technology Resource Teachers
CIITS Implementation	Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$0	Teachers, Principal, CIITS District Manager
Parent/Teacher Conferences	Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0	All faculty and staff including ESL district staff

Comprehensive School Improvement Plan

Russell Springs Elementary School

Professional Learning - Practical Living	The practical living teachers will lead two separate professional learning activities on integrating physical education and health education into the regular classroom curriculum.	Professional Learning	01/06/2014	02/28/2014	\$0	Principal, Practical Living Teachers
Morning Assembly	Students, faculty, and staff begin their day by meeting in the gym to hear announcements, to celebrate student successes, and to reinforce the 7 Habits.	Behavioral Support Program	08/07/2013	05/09/2014	\$0	All faculty and staff
Highly Effective Principal Practices	RSES Principal will implement performance standards of the PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	\$0	School Principal, District PGES Coordinator
Annual 5K Run Sponsored by PTO	Students, parents, and community will participated in an annual 5K run/walk on a designated course that will begin and end on school grounds.	Community Engagement	04/26/2014	04/26/2014	\$0	Volunteer Teachers, Principal, Assistant Principal, School Resource Officer
Evaluating and Guiding Teachers to be Highly Effective	RSES principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	05/01/2013	06/30/2015	\$0	Principal
Highly Effective Teacher Practices	As teachers gain new knowledge about TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Professional Learning	05/01/2013	05/30/2015	\$0	All teachers, principals
Discovery Education Assessment Data	Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0	RTI Interventionist, ESS Daytime Waiver Teacher
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Peer Consultant	Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200	Principal, Classroom Teachers
Total					\$200	

Race to the Top

Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CIITS school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Professional Learning	05/01/2013	06/30/2015	\$5595	Principal, CIITS School/District Manager, Curriculum Leads, Teachers
CIITS Implementation	Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$5595	Teachers, Principal, CIITS District Manager
Total					\$11190	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fall Festival/Math Night	Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians
Literacy Night	Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/21/2014	02/21/2014	\$2476	All faculty and staff
Fall Festival/Math Night	Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035	All faculty and staff, Family Resource, Nurses, Cooks, Custodians
RTI Instruction	Students falling below the 15%tile in reading and math are given small group interventions four times per week for 30 minutes per day using researched-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

Comprehensive School Improvement Plan

Russell Springs Elementary School

Literacy Night	Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/20/2014	02/20/2014	\$2476	All faculty and staff
RTI	Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher
Total					\$11022	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader in Me	Students will learn Stephen Covey's 7 Habits through Morning Assembly activities, classroom activities, and by participating in leadership roles throughout the school.	Behavioral Support Program	08/07/2013	05/31/2014	\$0	All faculty and staff
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

We are trying to determine the overall strengths and weaknesses of our students and of subgroups within the student population. Overall school results show that females outperformed males in all content areas with the exception of 5th grade social studies. Regular education students outperformed students with disabilities in 5th grade math, 5th grade writing, and 5th grade social studies. Non-free and reduced lunch students outperformed students eligible for free/reduced lunch in all areas except 5th grade math and 5th grade writing. Our overall reading scores in 3rd grade were higher than the district average, however, we were below the district average in reading in all other grade levels. In math, again, our 3rd grade scores were well above the district, however, every other grade level scored lower than the district average. Our writing scores were well above the district average, but our scores in science and social studies are below the district.

This data tells us that we do have pockets of strengths, however, we have to make significant gains in overall reading and math performance with an emphasis on the performance of males and those students who qualify for free/reduced lunch.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Based on K-PREP scores, we know that our 3rd grade reading and math is an area of strength. We are continuing with our Go-Math program which is based on the new Common Core Math Standards, and we have purchased a new reading program, Journeys, which is also based on the new ELA Common Core Standards.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Overcoming barriers to learning for our male students and our students who qualify for free/reduced lunch is an area in need of improvement.

We are now using data boards to help students visualize their goal to reach proficiency in reading and math. We also have a second computer lab available to give students more opportunities for more engaging, interactive learning. We are also investing in E-beams and electronic response systems that promote a higher level of student engagement. Additionally, our principal is meeting with all students in 4th and 5th grade to discuss their individual K-PREP scores and set goals for growth in reaching proficiency.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Since our teachers have received many additional technology resources, our next step is to offer the support needed to ensure implementation of these new programs. Common planning time and school PLCs are being utilized for sharing information, monitoring successes, and refining techniques currently being implemented.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Russell Springs Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Comprehensive School Improvement Plan

Russell Springs Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes		

Comprehensive School Improvement Plan

Russell Springs Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Russell Springs Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	There are 5 teachers that are paid out of Title I.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Students and teachers at Russell Springs Elementary School will experience a positive learning and working environment as evidenced by an increase from 77.6% to 86.0% per the Composite Rate of Agreement on the 2014-2015 TELL Survey.

Measurable Objective 1:

demonstrate a proficiency by 80% of students achieving increased performance levels in 4 out of 5 fitness components by 04/25/2014 as measured by the established performance levels of the school fitness test.

Strategy1:

Endurance Building - Provide all students in Grade K-5 with opportunities, support, and encouragement to be physically active on a regular basis.

Research Cited:

Activity - Walking/Running	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of each P.E. class, students will be expected to walk/run a required number of laps based on recommendations of teacher to get them to the desired performance level.	Other	08/07/2013	05/09/2014	\$0 - No Funding Required	P.E. Teacher, Activity Teachers

Activity - Annual 5K Run Sponsored by PTO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, parents, and community will participated in an annual 5K run/walk on a designated course that will begin and end on school grounds.	Community Engagement	04/26/2014	04/26/2014	\$0 - No Funding Required	Volunteer Teachers, Principal, Assistant Principal, School Resource Officer

Activity - Annual Student/Parent One Mile Fun Run	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents will walk/run on a designated one mile course during the school day.	Parent Involvement	04/18/2014	04/18/2014	\$0 - No Funding Required	P.E. Teachers, Activity Teachers, Principal, Assistant Principal, Assistants

Measurable Objective 2:

demonstrate a behavior by decreasing the number of office referrals for unacceptable behavior by 25% by 05/09/2014 as measured by reports in Infinite Campus.

Comprehensive School Improvement Plan

Russell Springs Elementary School

Strategy1:

2-5 Coaching Groups - Each 2-5 student has been assigned to a faculty or staff member who will listen to his/her concerns, build unity among our students, and reinforce our adopted school-wide expectations. Each coaching team consists of one adult and 8-10 students from various grade-levels.

Research Cited:

Activity - Coach Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with their coaches once every three weeks in groups of 8-10 in a round-table type open discussion to address students' concerns and needs. Coaches use this time to provide encouragement and promote student effort in all aspect of the school environment.	Behavioral Support Program	08/30/2013	05/02/2014	\$500 - Other	Assigned Teachers and Assistants, Family Resource, Custodians, Nurses, Secretaries, Principal, Assistant Principal, Counselor

Strategy2:

School-Wide Discipline Plan and Policy - Student behavior will be guided by our school-wide discipline plan and policy which includes rules, procedures, and expectations.

Research Cited:

Activity - Monthly Effort Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who achieve their monthly behavior goal will receive recognition and a reward chosen by the discipline committee. At the end of the school year, students who have achieved the reward 6 out of 8 months will receive a year-end effort reward (inflatables).	Behavioral Support Program	08/07/2013	05/09/2014	\$3000 - Other	All faculty and staff

Activity - Morning Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, faculty, and staff begin their day by meeting in the gym to hear announcements, to celebrate student successes, and to reinforce the 7 Habits.	Behavioral Support Program	08/07/2013	05/09/2014	\$0 - No Funding Required	All faculty and staff

Strategy3:

The Leader in Me - P - 5 teachers and staff participated in a 4 day training which provided insight in promoting an atmosphere of leadership, communication, respect, and time management. Teachers are fostering the opportunity for students to learn life skills that are required to be productive adults.

Research Cited:

Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn Stephen Covey's 7 Habits through Morning Assembly activities, classroom activities, and by participating in leadership roles throughout the school.	Behavioral Support Program	08/07/2013	05/31/2014	\$0 - Grant Funds	All faculty and staff

Measurable Objective 3:

collaborate to provide professional developments in areas of concern by 05/09/2014 as measured by school-wide needs assessment.

Strategy1:

CIITS - Teachers will incorporate the use of CIITS into developing curriculum maps, lesson planning, assessments, and reports to impact highly effective classroom teaching and learning.

Research Cited:

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$0 - No Funding Required	Teachers, Principal, CIITS District Manager

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CIITS school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Academic Support Program	05/30/2013	06/30/2015	\$0 - Other	Principal, CIITS School/District Manager, Curriculum Leads, Teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Russell Springs Elementary School from 40.5 to 54.2 by 05/09/2014 as measured by 2013-2014 K-PREP .

Comprehensive School Improvement Plan

Russell Springs Elementary School

Strategy1:

CIITS - Teachers will incorporate the use of CIITS into developing curriculum maps, lesson planning, assessments, and reports to impact highly effective classroom teaching and learning.

Research Cited:

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CIITS school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Professional Learning	05/01/2013	06/30/2015	\$5595 - Race to the Top	Principal, CIITS School/District Manager, Curriculum Leads, Teachers

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$5595 - Race to the Top	Teachers, Principal, CIITS District Manager

Strategy2:

Common Assessments - K-5 teachers will administer district common assessments four times yearly. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-Prep and Stanford 10 testing.

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500 - Title II Part A	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator

Strategy3:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, springs). This information is used to help students set individual goals and to place students in the correct instructional group.

Research Cited:

Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Professional Peer Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200 - General Fund	Principal, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0 - Title I Part A	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher

Strategy4:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Research Cited:

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent and teachers meet one-on-one to discuss the student's current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0 - No Funding Required	All faculty including ESL district staff

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035 - Title I Part A	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians

Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Teachers

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/20/2014	02/20/2014	\$2476 - Title I Part A	All faculty and staff

Strategy5:

Technology-Rich Instruction - Teachers will use newly-purchased technology resources that promote a higher level of student engagement.

Research Cited:

Activity - Maths-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0 - Other	5th Grade Math Teacher

Activity - e-Beam Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0 - Other	Classroom Teachers

Activity - Additional Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0 - Other	4th Grade Science Teacher

Measurable Objective 2:

collaborate to improve areas of weakness in language and communication, cognitive and general knowledge, and physical well-being as identified on the Brigance Screener by 05/02/2014 as measured by Stanford 10.

Strategy1:

Common Assessments - K-5 teachers will administer district common assessments four times yearly. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-Prep and Stanford 10 testing.

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500 - Title II Part A	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator

Strategy2:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, springs). This information is used to help students set individual goals and to place students in the correct instructional group.

Research Cited:

Activity - Professional Peer Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200 - General Fund	Principal, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0 - Title I Part A	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher

Strategy3:

Technology-Rich Instruction - Teachers will use newly-purchased technology resources that promote a higher level of student engagement.

Research Cited:

Activity - Additional Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Activity - Maths-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0 - Other	5th Grade Math Teacher

Activity - e-Beam Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0 - Other	Classroom Teachers

Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0 - Other	4th Grade Science Teacher

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All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to improve areas of weakness in language and communication, cognitive and general knowledge, and physical well-being as identified on the Brigance Screener by 05/02/2014 as measured by Stanford 10.

Strategy1:

Common Assessments - K-5 teachers will administer district common assessments four times yearly. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-Prep and Stanford 10 testing.

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500 - Title II Part A	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator

Strategy2:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, springs). This information is used to help students set individual goals and to place students in the correct instructional group.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0 - Title I Part A	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher

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Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Activity - Professional Peer Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200 - General Fund	Principal, Classroom Teachers

Strategy3:

Technology-Rich Instruction - Teachers will use newly-purchased technology resources that promote a higher level of student engagement.

Research Cited:

Activity - e-Beam Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0 - Other	Classroom Teachers

Activity - Maths-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0 - Other	5th Grade Math Teacher

Activity - Additional Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

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Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0 - Other	4th Grade Science Teacher

Narrative:

All incoming Kindergarten students were administered the Brigance Screener in August 2013.

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to improve areas of weakness in language and communication, cognitive and general knowledge, and physical well-being as identified on the Brigance Screener by 05/02/2014 as measured by Stanford 10.

Strategy1:

Technology-Rich Instruction - Teachers will use newly-purchased technology resources that promote a higher level of student engagement.

Research Cited:

Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0 - Other	4th Grade Science Teacher

Activity - e-Beam Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0 - Other	Classroom Teachers

Activity - Maths-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0 - Other	5th Grade Math Teacher

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Activity - Additional Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Strategy2:

Common Assessments - K-5 teachers will administer district common assessments four times yearly. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-Prep and Stanford 10 testing.

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500 - Title II Part A	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator

Strategy3:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, springs). This information is used to help students set individual goals and to place students in the correct instructional group.

Research Cited:

Activity - Professional Peer Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200 - General Fund	Principal, Classroom Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0 - Title I Part A	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher

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Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Narrative:

Our school is working with GRREC and the Race to the Top Grant to establish the Preschool Pals Program which will provide curriculum and materials to daycares and in-home child-care providers. The goal of this program is to increase the number of students who are Kindergarten ready.

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Russell Springs Elementary School from 40.5 to 54.2 by 05/09/2014 as measured by 2013-2014 K-PREP .

Strategy1:

Common Assessments - K-5 teachers will administer district common assessments four times yearly. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-Prep and Stanford 10 testing.

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500 - Title II Part A	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator

Strategy2:

CIITS - Teachers will incorporate the use of CIITS into developing curriculum maps, lesson planning, assessments, and reports to impact highly effective classroom teaching and learning.

Research Cited:

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Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/01/2012	06/30/2015	\$5595 - Race to the Top	Teachers, Principal, CIITS District Manager

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CIITS school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Professional Learning	05/01/2013	06/30/2015	\$5595 - Race to the Top	Principal, CIITS School/District Manager, Curriculum Leads, Teachers

Strategy3:

Technology-Rich Instruction - Teachers will use newly-purchased technology resources that promote a higher level of student engagement.

Research Cited:

Activity - Additional Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0 - Other	4th Grade Science Teacher

Activity - e-Beam Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0 - Other	Classroom Teachers

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Activity - Maths-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0 - Other	5th Grade Math Teacher

Strategy4:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Research Cited:

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent and teachers meet one-on-one to discuss the student's current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0 - No Funding Required	All faculty including ESL district staff

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035 - Title I Part A	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/20/2014	02/20/2014	\$2476 - Title I Part A	All faculty and staff

Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Teachers

Strategy5:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, springs). This information is used to help students set individual goals and to place students in the correct instructional group.

Research Cited:

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Activity - Professional Peer Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200 - General Fund	Principal, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0 - Title I Part A	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher

Measurable Objective 2:

collaborate to improve areas of weakness in language and communication, cognitive and general knowledge, and physical well-being as identified on the Brigance Screener by 05/02/2014 as measured by Stanford 10.

Strategy1:

Common Assessments - K-5 teachers will administer district common assessments four times yearly. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-Prep and Stanford 10 testing.

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/07/2013	05/09/2014	\$7500 - Title II Part A	All regular classroom teachers and special education teachers; Elementary Curriculum Coordinator

Strategy2:

Technology-Rich Instruction - Teachers will use newly-purchased technology resources that promote a higher level of student engagement.

Research Cited:

Comprehensive School Improvement Plan

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Activity - Additional Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An additional computer lab has been added so that students will have access to the computer lab during regular classroom instruction time. Teachers can schedule to use the lab for specific classroom instructional activities. Students are also taking their common assessments on the computers in this lab. This lab will also be utilized during benchmarking of the Discovery Education Assessments.	Technology	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/09/2014	\$0 - Other	4th Grade Science Teacher

Activity - e-Beam Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 2nd-5th grade classrooms are equipped with e-Beams which engage students with participatory lessons that reinforce skills with multi-sensory and collaborative learning experiences. Several of these classrooms have an additional student response system that interacts with the e-Beam. Our goal is for Kindergarten and 1st grade classrooms to be equipped with these systems as well.	Technology	08/07/2013	05/09/2014	\$0 - Other	Classroom Teachers

Activity - Maths-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	09/13/2013	05/09/2014	\$0 - Other	5th Grade Math Teacher

Strategy3:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, springs). This information is used to help students set individual goals and to place students in the correct instructional group.

Research Cited:

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teacher

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Activity - Professional Peer Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided training from an experienced classroom teacher who has had proven success in using Discovery Education Assessment data. This peer consultant shared strategies that were used in her classroom to drive instruction which resulted in increased student performance.	Professional Learning	10/21/2013	10/21/2013	\$200 - General Fund	Principal, Classroom Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 15th percentile in reading and math are given small group interventions four times per week for 30 minutes per day using research-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0 - Title I Part A	Classroom teachers, RTI interventionists, Assistants, ESS Daytime Weaver teacher

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:
 collaborate to increase proficiency in math and reading among students with disabilities by 05/09/2014 as measured by 2013-2014 K-PREP.

Strategy1:
 Parent Communication of Student Progress - Various forms of communication will be provided to parents to convey information of strategies being used with those students who are identified as being in a gap group.

Research Cited:

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/14/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist

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Strategy2:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Research Cited:

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/21/2014	02/21/2014	\$2476 - Title I Part A	All faculty and staff

Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Staff

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035 - Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0 - No Funding Required	All faculty and staff including ESL district staff

Strategy3:

Target Gap Group Students Not at Proficient - The homeroom teachers, leadership team, and interventionist will work together to identify gap group students that are not proficient on K-Prep, Discovery Education, and/or in classroom performance.

Research Cited:

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

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Activity - Principal's High-Five Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/06/2014	05/09/2014	\$0 - Other	Principal

Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will meet individually with all 4th and 5th grade students to discuss their academic performance on the 2012-2013 K-Prep and to assist them in setting their goal for growth or to reach proficiency.	Academic Support Program	10/28/2013	11/25/2013	\$0 - No Funding Required	Principal

Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	11/25/2013	05/09/2014	\$0 - Other	Classroom Teachers, Leadership Team

Strategy4:

Evaluating Specially Designed Instruction - Principal will meet with each special education teacher to look at the specially designed instruction for each student with disabilities to ensure that an appropriate program has been put into place to close the achievement gap.

Research Cited:

Activity - Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Release time will be given to each special education teacher so that they can meet with the principal to analyze the specially designed instruction for each of their students.	Professional Learning	01/06/2014	01/17/2014	\$0 - Other	Principal, Special Education Teachers

Measurable Objective 2:

collaborate to increase proficiency in math and reading among students qualifying for free and reduced lunch by 05/09/2014 as measured by 2013-2014 K-PREP.

Strategy1:

Schoolwide RTI Program - All K-5 students are administered Discovery Education Assessments for reading and math three times per year (fall, winter, spring). This data is used to place students in an instructional group that will give additional support in reading and math.

Research Cited:

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Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher hired through ESS Daytime Waiver money to provide small-group instruction to students falling below benchmark in math and reading.	Academic Support Program	08/26/2013	04/04/2014	\$5395 - Other	ESS Daytime Waiver Teacher, RTI Interventionist

Activity - EKU Fluency Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work independently to achieve mastery of basic computations skills. Once a student masters a skill, they progress on to the next skill.	Academic Support Program	09/03/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist, 3-5 Classroom Teachers

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 15%tile in reading and math are given small group interventions four times per week for 30 minutes per day using researched-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0 - Title I Part A	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

Strategy2:

Parent Communication of Student Progress - Various forms of communication will be provided to parents to convey information of strategies being used with those students who are identified as being in a gap group.

Research Cited:

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/14/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher

Strategy3:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Research Cited:

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Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0 - No Funding Required	All faculty and staff including ESL district staff

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/21/2014	02/21/2014	\$2476 - Title I Part A	All faculty and staff

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035 - Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Staff

Strategy4:

Target Gap Group Students Not at Proficient - The homeroom teachers, leadership team, and interventionist will work together to identify gap group students that are not proficient on K-Prep, Discovery Education, and/or in classroom performance.

Research Cited:

Activity - Principal's High-Five Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/06/2014	05/09/2014	\$0 - Other	Principal

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

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Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will meet individually with all 4th and 5th grade students to discuss their academic performance on the 2012-2013 K-Prep and to assist them in setting their goal for growth or to reach proficiency.	Academic Support Program	10/28/2013	11/25/2013	\$0 - No Funding Required	Principal

Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	11/25/2013	05/09/2014	\$0 - Other	Classroom Teachers, Leadership Team

Measurable Objective 3:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.3 to 49.2 by 05/09/2014 as measured by 2013-2014 K-PREP.

Strategy1:

Schoolwide RTI Program - All K-5 students are administered Discovery Education Assessments for reading and math three times per year (fall, winter, spring). This data is used to place students in an instructional group that will give additional support in reading and math.

Research Cited:

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 15%tile in reading and math are given small group interventions four times per week for 30 minutes per day using researched-based instruction.	Academic Support Program	09/16/2013	05/09/2014	\$0 - Title I Part A	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

Activity - Eku Fluency Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work independently to achieve mastery of basic computations skills. Once a student masters a skill, they progress on to the next skill.	Academic Support Program	09/03/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist, 3-5 Classroom Teachers

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher hired through ESS Daytime Waiver money to provide small-group instruction to students falling below benchmark in math and reading.	Academic Support Program	08/26/2013	04/04/2014	\$5395 - Other	ESS Daytime Waiver Teacher, RTI Interventionist

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Strategy2:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Research Cited:

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Staff

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/11/2013	11/15/2013	\$0 - No Funding Required	All faculty and staff including ESL district staff

Activity - Fall Festival/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students participated in a fall festival where every grade level had at least one research-based math game for families to enjoy. A free meal was provided to all.	Parent Involvement	10/07/2013	10/07/2013	\$3035 - Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

Strategy3:

Target Gap Group Students Not at Proficient - The homeroom teachers, leadership team, and interventionist will work together to identify gap group students that are not proficient on K-Prep, Discovery Education, and/or in classroom performance.

Research Cited:

Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	11/25/2013	05/09/2014	\$0 - Other	Classroom Teachers, Leadership Team

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Principal will meet individually with all 4th and 5th grade students to discuss their academic performance on the 2012-2013 K-Prep and to assist them in setting their goal for growth or to reach proficiency.	Academic Support Program	10/28/2013	11/25/2013	\$0 - No Funding Required	Principal

Activity - Principal's High-Five Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/06/2014	05/09/2014	\$0 - Other	Principal

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/14/2013	05/09/2014	\$0 - Other	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

Strategy4:

Parent Communication of Student Progress - Various forms of communication will be provided to parents to convey information of strategies being used with those students who are identified as being in a gap group.

Research Cited:

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/14/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist

Measurable Objective 4:

collaborate to increase proficiency in reading and math for males in 3rd-5th grades by 05/09/2014 as measured by 2013-2014 K-PREP.

Strategy1:

SY 2013-2014

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Target Gap Group Students Not at Proficient - The homeroom teachers, leadership team, and interventionist will work together to identify gap group students that are not proficient on K-Prep, Discovery Education, and/or in classroom performance.

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Strategy2:

Parent Communication of Student Progress - Various forms of communication will be provided to parents to convey information of strategies being used with those students who are identified as being in a gap group.

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Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/14/2013	05/09/2014	\$0 - No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher

Strategy3:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for parents to become involved in the life of the school.

Research Cited:

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students will be invited to hear and interact with well-known author and master storyteller, Ronda Friend. All students will receive a free literature book. A free meal will be provided.	Parent Involvement	02/21/2014	02/21/2014	\$2476 - Title I Part A	All faculty and staff

Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be invited to participate in an anonymous parent survey. This feedback will give us valuable information about how to better meet the learning needs to our students.	Parent Involvement	11/20/2013	11/27/2013	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Technology Resource Staff

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The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

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Program Reviews in Writing, Practical Living, Arts and Humanities will reflect improved student performance.

Measurable Objective 1:

demonstrate a proficiency in an area of needed improvement in Writing, Practical Living, and Arts and Humanities by 05/09/2014 as measured by 2013-2014 Program Reviews.

Strategy1:

Program Review Trainings - Additional training for teachers in areas of needed improvement will be provided during faculty meetings and PLCs. Teachers will gain valuable information on integrating program review activities into their classroom instruction.

Research Cited:

Activity - Professional Learning - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities teacher will lead two separate professional learning activities on the dynamics of posters and on integrating art vocabulary into the curriculum.	Professional Learning	01/06/2014	02/28/2014	\$0 - No Funding Required	Principal, Arts and Humanities Teacher

Activity - Professional Learning - Writing Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary Instructional Coordinator will meet with each grade level to develop assessments and writing rubrics that correspond with the new reading series, Journeys.	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Elementary Instructional Coordinator

Activity - Professional Learning - Practical Living	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The practical living teachers will lead two separate professional learning activities on integrating physical education and health education into the regular classroom curriculum.	Professional Learning	01/06/2014	02/28/2014	\$0 - No Funding Required	Principal, Practical Living Teachers

Activity - Professional Learning - Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary Instructional Coordinator will meet with all teachers to provide an update training on the district writing policy.	Professional Learning	01/06/2014	01/31/2014	\$0 - No Funding Required	Elementary Instructional Coordinator