



KDE Comprehensive School Improvement Plan

Russell Springs Elementary School
Russell County

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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 2015. 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 our enrollment continues to increase, we have experienced 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 70.2% of our students who are eligible for free or reduced lunch. This number will continue to increase as our community has suffered the loss of a major employer, Fruit of the Loom. 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 at least 10 percentage points for proficient and distinguished except math which lacked three-tenths of a point of being 10 percentage points. Our science scores increased 13.2 percentage points to 80.5 which is 7.9 points ahead of our delivery target. Another notable achievement is that our writing scores increased another 11 points, which is 25.3 percentage points above the state average. Our 2012-2013 academic team won the county academic meet competing against three other elementary schools. We are continuing to use our two computer lab for common assessments, benchmarking, the Student Voice Survey, and to enhance classroom learning. One lab also includes data boards which provide students a visual of individual goals needed to reach proficiency. The other computer lab is being used for K-5 students to receive interactive, real-life, real-world experiences with a highly qualified teacher in all content areas. Programs that are technology rich 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 are continuing school grade-level PLCs monthly. With our school being a second-year Leader in Me school, our school climate continues to improve with a significant decrease in office referrals. Our school-wide discipline policy, Sharpen the Saw reward, 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 now classified as a needs improvement/progressing school. We must focus on our overall math scores in order to reach proficiency. Our District has purchased easyCBM to benchmark Kindergarten, 1st, and 2nd grades in math and reading and we are using Discovery Education to Benchmark every student in 2nd through 5th grade in math and reading, science in 4th and social studies in 5th. After 2nd semester we will be benchmarking Kindergarten and 1st with Discovery Education. These results are being used to place students in appropriate instruction groups for remediation, on-grade level work, and for enhancement. All students are utilizing a data notebook for goal setting so that they can have more ownership in their own learning.

With math being an area of concern, we are using GRREC Math Instructional Specialists who meet with our K-5 math teachers once monthly to refine instructional practices. In addition, we have three teachers who participate in a math cadre and share activities and strategies for meeting grade-level math standards in our school-level PLCs. We are also developing a teacher leader in primary who will work with GRREC consultants to focus more on standards and CRA Conceptual Building. By utilizing flex PD money, this teacher leader will meet in small groups with Kindergarten - 2nd grade teachers to implement these new strategies.

Our school has a full-time RTI Interventionist who is assisted by highly-qualified retired teachers who are being funded by an ESS daytime waiver.

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. We also expect to see greater teacher performance as the new PGES system allow teachers to see their weaknesses and receive support through Edivation 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.

2014-2015 Comprehensive School Improvement Plan

Overview

Plan Name

2014-2015 Comprehensive School Improvement Plan

Plan Description

Goals and Plans

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: 8 Activities: 22	Organizational	\$78572
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: 4 Activities: 16	Organizational	\$21366
3	Program Reviews in Writing, Practical Living, Arts and Humanities will reflect improved student performance.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	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: 6 Activities: 12	Organizational	\$12500
5	Increased the percentage of effective teachers (as measured by teacher effectiveness tools) to ____% by 2015.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1500
6	Increase the percentage of effective principals (as measured by principal effectiveness tool) to ____% by 2015.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1500

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 51.0 to 60.0 by 05/15/2015 as measured by K-Prep.

(shared) Strategy 1:

Math Initiative - We will utilize concrete materials in all math classes during instruction by using CRA instructional sequence to build a conceptual understanding.

Category: Continuous Improvement

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC Instructional Specialists presented 8 Standards for Mathematical Practice/CCSS and CRA (Concrete, Representational, Abstract) to all faculty.	Professional Learning	10/03/2014	10/03/2014	\$2500	GRECC Race to the Top	GRREC Instructional Specialists, Administrator s, Faculty

Activity - Instructional Practice Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet monthly with the GRREC Instructional Specialist to refine instructional practices.	Professional Learning	10/21/2014	03/09/2015	\$3874	Title I Part A	GRREC Instructional Specialist, All Math Teachers

Activity - Webinars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Conceptual Building Block Webinars from KDE that will focus on conceptual math strategies and fluency.	Professional Learning	10/21/2014	12/19/2014	\$0	No Funding Required	Principal, Math Teachers

Strategy 2:

Attendance Initiative - In order for students to learn, they must be present at school. We will motivate students to attend school on time by spotlighting high attendance percentages.

Category: Persistence to Graduation

Activity - Attendance Leader Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Daily attendance percentage by grade-level will be tracked and displayed on attendance board in foyer.	Behavioral Support Program	10/13/2014	05/15/2015	\$0	No Funding Required	Administration and Office Personnel
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Activity - At-Ten-Dance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom teachers will track daily attendance and have a dance at 10:00 on the 10th day of perfect attendance.	Behavioral Support Program	10/13/2014	05/15/2015	\$0	No Funding Required	Homeroom Teachers

Activity - Monthly Grade-Level Attendance Winners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level with the highest monthly attendance will be awarded an attendance banner and have their picture taken for the local newspaper.	Behavioral Support Program	10/13/2014	05/15/2015	\$300	Other	Administration and Office Personnel

Strategy 3:

Problem Solving - We will provide more guided practice in problem solving in all math classes by implementing the correct procedures for guided practice.

Category: Continuous Improvement

Activity - Teacher Update on Guided Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive a refresher in the steps of guided practice.	Professional Learning	12/05/2014	12/05/2014	\$0	No Funding Required	Administration

Activity - Classroom Instruction in Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize guided practice to teach the problem solving steps in the classroom.	Direct Instruction	12/05/2014	05/15/2015	\$0	No Funding Required	All Math Teachers

Strategy 4:

Common Assessments in All Grade Levels - 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.

Category: Continuous Improvement

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 year.	Academic Support Program	08/11/2014	05/15/2015	\$15000	Title I Part A	All Regular Classroom Teachers and Special Education Teachers; Elementary Curriculum Coordinator
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(shared) Strategy 5:

Parental 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.

Category: Human Capital Management

Activity - Culture Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were invited to view student-created products based on the research of a specific country. Students traveled all over the building getting their school passports signed in each country represented. Free books were given to all students as well. A free meal was provided to all.	Parent Involvement	11/03/2014	11/03/2014	\$3429	Title I Part A	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians

Activity - Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to view student-created dramas, dance, artwork, storytelling, and musical performances based on the content-specific learning in the classroom.	Parent Involvement	03/12/2015	03/12/2015	\$3429	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	12/15/2014	12/19/2014	\$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	11/10/2014	11/30/2014	\$0	No Funding Required	Superintendent and School Administration

Strategy 6:

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

SY 2014-2015

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learning.

Category: Professional Learning & Support

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 leaders/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	Principals, 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, Principals, CIITS District Manager

(shared) Strategy 7:

Structured System of Benchmarking - Teachers can use standardized assessments to evaluate the degree to which students have mastered standards in both their classrooms and as compared to other grade-level classrooms based on state and national norms.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI interventionists work with students falling below the 20th percentile in reading and math in small group four times per week for 30 minutes per day using researched-based instruction. An additional retired teacher is being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, another retired teacher works with 1st and 2nd grade students who fall below the 20th percentile. In addition to these school-wide initiatives, Kindergarten is using the Brigance Screener to identify students who are entering school lacking prerequisite skills. One of our retired teachers funded by our daytime waiver is working with these students.	Academic Support Program	10/13/2014	05/15/2015	\$20850	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

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 are utilizing data board 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	10/13/2014	05/01/2015	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
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Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, spring). This information is used to help students set individual goals and to place students in the correct instructional group.	Academic Support Program	08/11/2014	05/15/2015	\$0	District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Activity - easyCBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	08/11/2014	05/15/2015	\$0	District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Strategy 8:

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

Category: Integrated Methods for Learning

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	05/15/2015	\$0	Other	4th Grade Science Teacher

Activity - Math-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	05/15/2015	\$0	Other	5th Grade Math Teacher

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Activity - I-Pad	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers utilized teacher I-Pads to enhance learning through educational applications.	Technology	08/11/2014	05/15/2015	\$18000	District Funding	All 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 05/01/2015 as measured by Stanford 10.

(shared) Strategy 1:

Math Initiative - We will utilize concrete materials in all math classes during instruction by using CRA instructional sequence to build a conceptual understanding.

Category: Continuous Improvement

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC Instructional Specialists presented 8 Standards for Mathematical Practice/CCSS and CRA (Concrete, Representational, Abstract) to all faculty.	Professional Learning	10/03/2014	10/03/2014	\$2500	GRECC Race to the Top	GRREC Instructional Specialists, Administrator s, Faculty

Activity - Instructional Practice Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet monthly with the GRREC Instructional Specialist to refine instructional practices.	Professional Learning	10/21/2014	03/09/2015	\$3874	Title I Part A	GRREC Instructional Specialist, All Math Teachers

Activity - Webinars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Conceptual Building Block Webinars from KDE that will focus on conceptual math strategies and fluency.	Professional Learning	10/21/2014	12/19/2014	\$0	No Funding Required	Principal, Math Teachers

(shared) Strategy 2:

Parental 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.

Category: Human Capital Management

Activity - Culture Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents were invited to view student-created products based on the research of a specific country. Students traveled all over the building getting their school passports signed in each country represented. Free books were given to all students as well. A free meal was provided to all.	Parent Involvement	11/03/2014	11/03/2014	\$3429	Title I Part A	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians
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Activity - Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to view student-created dramas, dance, artwork, storytelling, and musical performances based on the content-specific learning in the classroom.	Parent Involvement	03/12/2015	03/12/2015	\$3429	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	12/15/2014	12/19/2014	\$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	11/10/2014	11/30/2014	\$0	No Funding Required	Superintendent and School Administration

(shared) Strategy 3:

Structured System of Benchmarking - Teachers can use standardized assessments to evaluate the degree to which students have mastered standards in both their classrooms and as compared to other grade-level classrooms based on state and national norms.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI interventionists work with students falling below the 20th percentile in reading and math in small group four times per week for 30 minutes per day using researched-based instruction. An additional retired teacher is being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, another retired teacher works with 1st and 2nd grade students who fall below the 20th percentile. In addition to these school-wide initiatives, Kindergarten is using the Brigance Screener to identify students who are entering school lacking prerequisite skills. One of our retired teachers funded by our daytime waiver is working with these students.	Academic Support Program	10/13/2014	05/15/2015	\$20850	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

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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 board 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	10/13/2014	05/01/2015	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, spring). This information is used to help students set individual goals and to place students in the correct instructional group.	Academic Support Program	08/11/2014	05/15/2015	\$0	District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers
Activity - easyCBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	08/11/2014	05/15/2015	\$0	District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 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 proficiency in math and reading among students qualifying for free and reduced lunch by 05/15/2015 as measured by K-Prep.

(shared) Strategy 1:

Parental 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.

Category: Persistence to Graduation

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Activity - Culture Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were invited to view student-created products based on the research of a specific country. Students traveled all over the building getting their school passports signed in each country represented. Free books were given to all students as well. A free meal was provided to all.	Parent Involvement	11/03/2014	11/03/2014	\$3429	Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

Activity - Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to view student-created dramas, dance, artwork, storytelling, and musical performances based on the content-specific learning in the classroom.	Parent Involvement	03/12/2015	03/12/2015	\$3429	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	12/15/2014	12/19/2014	\$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	11/10/2014	11/30/2014	\$240	General Fund	Superintendent and School Administration

Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will utilize EL and Migrant Staff to assist with parent meetings, to provide resources in the native language, and to assist teachers with translating information to be sent home.	Academic Support Program	07/28/2014	05/15/2015	\$0	No Funding Required	Faculty and Staff, EL and Migrant Staff

(shared) Strategy 2:

Structured System of Benchmarking - Teachers can use standardized assessments to evaluate the degree to which students have mastered standards in both their classrooms and as compared to other grade-level classrooms based on state and national norms.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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RTI interventionists work with students falling below the 20th percentile in reading and math in small group four times per week for 30 minutes per day using researched-based instruction. An additional retired teacher is being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, another retired teacher works with 1st and 2nd grade students who fall below the 20th percentile. In addition to these school-wide initiatives, Kindergarten is using the Brigance Screener to identify students who are entering school lacking prerequisite skills. One of our retired teachers funded by our daytime wavier is working with these students.	Academic Support Program	10/13/2014	05/15/2015	\$0	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers
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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 board 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	10/13/2014	05/01/2015	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, spring). This information is used to help students set individual goals and to place students in the correct instructional group.	Academic Support Program	11/11/2014	05/15/2015	\$5608	District Funding, Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Activity - easyCBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	08/11/2014	05/15/2015	\$2100	General Fund, Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.9 to 55.6 by 05/15/2015 as measured by 2014-2015 K-PREP.

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(shared) Strategy 1:

Parental 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.

Category: Persistence to Graduation

Activity - Culture Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were invited to view student-created products based on the research of a specific country. Students traveled all over the building getting their school passports signed in each country represented. Free books were given to all students as well. A free meal was provided to all.	Parent Involvement	11/03/2014	11/03/2014	\$3429	Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians
Activity - Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to view student-created dramas, dance, artwork, storytelling, and musical performances based on the content-specific learning in the classroom.	Parent Involvement	03/12/2015	03/12/2015	\$3429	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	12/15/2014	12/19/2014	\$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	11/10/2014	11/30/2014	\$240	General Fund	Superintendent and School Administration
Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will utilize EL and Migrant Staff to assist with parent meetings, to provide resources in the native language, and to assist teachers with translating information to be sent home.	Academic Support Program	07/28/2014	05/15/2015	\$0	No Funding Required	Faculty and Staff, EL and Migrant 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.

Category:

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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	10/13/2014	05/15/2015	\$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	10/13/2014	05/15/2015	\$0	No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers

(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.

Category:

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	10/13/2014	05/15/2015	\$300	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	09/02/2014	05/15/2015	\$725	Other	Classroom Teachers, Leadership Team

Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Principal will meet individually with all 3rd, 4th, and 5th grade students to discuss their academic performance and to assist them in setting their goal for growth and/or to reach proficiency.	Academic Support Program	01/05/2015	05/15/2015	\$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	01/05/2015	05/01/2015	\$0	No Funding Required	Principal
Activity - Reading and Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	10/13/2014	05/15/2015	\$5535	GRECC Race to the Top	Administrators, RTI Interventionist, Classroom Teachers

(shared) Strategy 4:

Structured System of Benchmarking - Teachers can use standardized assessments to evaluate the degree to which students have mastered standards in both their classrooms and as compared to other grade-level classrooms based on state and national norms.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI interventionists work with students falling below the 20th percentile in reading and math in small group four times per week for 30 minutes per day using researched-based instruction. An additional retired teacher is being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, another retired teacher works with 1st and 2nd grade students who fall below the 20th percentile. In addition to these school-wide initiatives, Kindergarten is using the Brigance Screener to identify students who are entering school lacking prerequisite skills. One of our retired teachers funded by our daytime waiver is working with these students.	Academic Support Program	10/13/2014	05/15/2015	\$0	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers
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 are utilizing data board 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	10/13/2014	05/01/2015	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
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Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, spring). This information is used to help students set individual goals and to place students in the correct instructional group.	Academic Support Program	11/11/2014	05/15/2015	\$5608	Title I Part A, District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Activity - easyCBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	08/11/2014	05/15/2015	\$2100	Title I Part A, General Fund	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Measurable Objective 3:

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:

Parental 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.

Category: Persistence to Graduation

Activity - Culture Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were invited to view student-created products based on the research of a specific country. Students traveled all over the building getting their school passports signed in each country represented. Free books were given to all students as well. A free meal was provided to all.	Parent Involvement	11/03/2014	11/03/2014	\$3429	Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians

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Activity - Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to view student-created dramas, dance, artwork, storytelling, and musical performances based on the content-specific learning in the classroom.	Parent Involvement	03/12/2015	03/12/2015	\$3429	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	12/15/2014	12/19/2014	\$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	11/10/2014	11/30/2014	\$240	General Fund	Superintendent and School Administration
Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will utilize EL and Migrant Staff to assist with parent meetings, to provide resources in the native language, and to assist teachers with translating information to be sent home.	Academic Support Program	07/28/2014	05/15/2015	\$0	No Funding Required	Faculty and Staff, EL and Migrant 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.

Category:

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	10/13/2014	05/15/2015	\$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	10/13/2014	05/15/2015	\$0	No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers

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(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.

Category:

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	10/13/2014	05/15/2015	\$300	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	09/02/2014	05/15/2015	\$725	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 3rd, 4th, and 5th grade students to discuss their academic performance and to assist them in setting their goal for growth and/or to reach proficiency.	Academic Support Program	01/05/2015	05/15/2015	\$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	01/05/2015	05/01/2015	\$0	No Funding Required	Principal
Activity - Reading and Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	10/13/2014	05/15/2015	\$5535	GRECC Race to the Top	Administrators, RTI Interventionist, Classroom Teachers

KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Measurable Objective 4:

collaborate to increase proficiency in reading for males in 3rd-5th grades by 05/15/2015 as measured by 2014-2015 K-PREP.

(shared) Strategy 1:

Parental 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.

Category: Persistence to Graduation

Activity - Culture Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were invited to view student-created products based on the research of a specific country. Students traveled all over the building getting their school passports signed in each country represented. Free books were given to all students as well. A free meal was provided to all.	Parent Involvement	11/03/2014	11/03/2014	\$3429	Title I Part A	All faculty and staff, Family Resource, Nurses, Cooks, Custodians
Activity - Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families are invited to view student-created dramas, dance, artwork, storytelling, and musical performances based on the content-specific learning in the classroom.	Parent Involvement	03/12/2015	03/12/2015	\$3429	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	12/15/2014	12/19/2014	\$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	11/10/2014	11/30/2014	\$240	General Fund	Superintendent and School Administration
Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will utilize EL and Migrant Staff to assist with parent meetings, to provide resources in the native language, and to assist teachers with translating information to be sent home.	Academic Support Program	07/28/2014	05/15/2015	\$0	No Funding Required	Faculty and Staff, EL and Migrant 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.

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Category:

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	10/13/2014	05/15/2015	\$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	10/13/2014	05/15/2015	\$0	No Funding Required	RTI Interventionist , ESS Daytime Waiver Teacher, Classroom Teachers

(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.

Category:

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	10/13/2014	05/15/2015	\$300	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	09/02/2014	05/15/2015	\$725	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 3rd, 4th, and 5th grade students to discuss their academic performance and to assist them in setting their goal for growth and/or to reach proficiency.	Academic Support Program	01/05/2015	05/15/2015	\$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	01/05/2015	05/01/2015	\$0	No Funding Required	Principal
Activity - Reading and Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	10/13/2014	05/15/2015	\$5535	GRECC Race to the Top	Administrator s, RTI Interventionist Classroom Teachers

(shared) Strategy 4:

Structured System of Benchmarking - Teachers can use standardized assessments to evaluate the degree to which students have mastered standards in both their classrooms and as compared to other grade-level classrooms based on state and national norms.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI interventionists work with students falling below the 20th percentile in reading and math in small group four times per week for 30 minutes per day using researched-based instruction. An additional retired teacher is being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, another retired teacher works with 1st and 2nd grade students who fall below the 20th percentile. In addition to these school-wide initiatives, Kindergarten is using the Brigance Screener to identify students who are entering school lacking prerequisite skills. One of our retired teachers funded by our daytime waiver is working with these students.	Academic Support Program	10/13/2014	05/15/2015	\$0	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers
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 are utilizing data board 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	10/13/2014	05/01/2015	\$0	Other	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
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Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, spring). This information is used to help students set individual goals and to place students in the correct instructional group.	Academic Support Program	11/11/2014	05/15/2015	\$5608	Title I Part A, District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Activity - easyCBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	08/11/2014	05/15/2015	\$2100	Title I Part A, General Fund	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Goal 3: 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 05/15/2015 as measured by 2014-2015 Program Reviews.

Strategy 1:

Program Review Team Meetings - Arts and Humanities, Writing, Practical Living, and Primary Program Review team members will meet four times per year during scheduled planning days to outline areas of needed improvement for the current school year.

Category: Continuous Improvement

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Activity - Embedded Planning Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will meet on each of the four embedded planning days to evaluate areas of need and plan next steps.	Professional Learning	08/11/2014	05/15/2015	\$0	No Funding Required	Program Review Team Members

Activity - 30-60-90 Day Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams from each of the four program reviews will develop 30/60/90 day plans to address areas of weakness in the implementation of the program review standards.	Other	09/12/2014	05/15/2015	\$0	No Funding Required	Program Review Team Members

Goal 4: 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 05/15/2015 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.

Category: Management Systems

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	05/15/2015	\$0	No Funding Required	All faculty and staff

Activity - Sharpen the Saw Reward	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who achieve their weekly or bi-weekly behavior goal will participate in Sharpen the Saw activities. If there is an area of behavior a student needs to work on, they will attend a Put First Things First class instead. At the end of the school year, students who have achieved their year-long behavior goal will receive a year-end effort reward (inflatables).	Behavioral Support Program	08/11/2014	05/15/2015	\$3000	Other	All faculty and staff

Strategy 2:

3rd-5th Grade Coaching Groups - Each student in Grades 3-5 has been assigned to a faculty or staff member who will listen to his/her concerns, build unity among our

SY 2014-2015

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KDE Comprehensive School Improvement Plan

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students, and reinforce our adopted school-wide expectations. Each coaching team consists of one adult and 8-10 students from various grade-levels.

Category: Continuous Improvement

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	08/29/2014	05/08/2015	\$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 continue to implement The Leader in Me. This is every aspect of our school from morning assembly to classroom activities to student leadership roles throughout the school. Our school climate will continue to improve as students exhibit each of the 7 Habits.

Category: Continuous Improvement

Activity - The 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	08/11/2014	05/15/2015	\$9000	Race to the Top	All faculty and staff

Activity - Student-Led Community Engagements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assuming leadership roles in various community engagements including our Veteran's Day Program, our District Community Stakeholders Meeting, District School Board meetings, our Christmas Program, and our Student Showcase.	Behavioral Support Program	08/11/2014	05/15/2015	\$0	No Funding Required	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 05/01/2015 as measured by the established performance levels of the school fitness test.

Strategy 1:

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

Category:

KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

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	08/11/2014	05/15/2015	\$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	11/03/2014	11/03/2014	\$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	04/25/2015	04/25/2015	\$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 05/15/2015 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.

Category:

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 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

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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

Strategy 2:

Math Professional Learning - With math being identified as an area of needed improvement, additional professional learning support will be provided for all math teachers.

Category: Continuous Improvement

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC Instructional Specialists presented 8 Standards for Mathematical Practice/CCSS and CRA (Concrete, Representational, Abstract) to all faculty.	Professional Learning	10/03/2014	10/03/2014	\$0	GRECC Race to the Top	GRREC Instructional Specialists, Administrator s, Faculty

Activity - Instructional Practice Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet monthly with the GRREC Instructional Specialist to refine instructional practices.	Professional Learning	10/21/2014	03/09/2015	\$0	GRECC Race to the Top	GRREC Instructional Specialist, All Math Teachers

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.

Category:

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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
Activity - OPGES Pilot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school counselor will participate in the OPGES Pilot of the Professional Growth and Evaluation System. School administrators and peer observers will be trained as well.	Professional Learning	08/11/2014	05/15/2015	\$1500	Race to the Top, Title II Part A	Administration, Counselor, Peer Observers

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.

Category:

Activity - Principals' PGES Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	\$1500	Race to the Top, Title II Part A	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

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCSS and CRA	GRREC Instructional Specialists presented 8 Standards for Mathematical Practice/CCSS and CRA (Concrete, Representational, Abstract) to all faculty.	Professional Learning	10/03/2014	10/03/2014	\$0	GRREC Instructional Specialists, Administrators, Faculty
Reading and Math Software	Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	10/13/2014	05/15/2015	\$5535	Administrators, RTI Interventionist, Classroom Teachers
CCSS and CRA	GRREC Instructional Specialists presented 8 Standards for Mathematical Practice/CCSS and CRA (Concrete, Representational, Abstract) to all faculty.	Professional Learning	10/03/2014	10/03/2014	\$2500	GRREC Instructional Specialists, Administrators, Faculty
Instructional Practice Refinement	Math teachers will meet monthly with the GRREC Instructional Specialist to refine instructional practices.	Professional Learning	10/21/2014	03/09/2015	\$0	GRREC Instructional Specialist, All Math Teachers
Total					\$8035	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	11/10/2014	11/30/2014	\$240	Superintendent and School Administration

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easyCBM	Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	08/11/2014	05/15/2015	\$400	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers
Total					\$640	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
OPGES Pilot	Our school counselor will participate in the OPGES Pilot of the Professional Growth and Evaluation System. School administrators and peer observers will be trained as well.	Professional Learning	08/11/2014	05/15/2015	\$500	Administration, Counselor, Peer Observers
The 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	08/11/2014	05/15/2015	\$9000	All faculty and staff
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	\$500	School Principal, District PGES Coordinator
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, Principals, CIITS District Manager
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 leaders/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	Principals, CIITS School/District Manager, Curriculum Leads, Teachers
Total					\$21190	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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

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Webinars	Teachers will participate in Conceptual Building Block Webinars from KDE that will focus on conceptual math strategies and fluency.	Professional Learning	10/21/2014	12/19/2014	\$0	Principal, Math Teachers
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	12/15/2014	12/19/2014	\$0	All faculty and staff including ESL district staff
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	11/10/2014	11/30/2014	\$0	Superintendent and School Administration
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
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
Teacher Update on Guided Practice	Teachers will receive a refresher in the steps of guided practice.	Professional Learning	12/05/2014	12/05/2014	\$0	Administration
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	10/13/2014	05/15/2015	\$0	RTI Interventionist
Student-Led Community Engagements	Students are assuming leadership roles in various community engagements including our Veteran's Day Program, our District Community Stakeholders Meeting, District School Board meetings, our Christmas Program, and our Student Showcase.	Behavioral Support Program	08/11/2014	05/15/2015	\$0	All Faculty and Staff
Attendance Leader Boards	Daily attendance percentage by grade-level will be tracked and displayed on attendance board in foyer.	Behavioral Support Program	10/13/2014	05/15/2015	\$0	Administration and Office Personnel
EL and Migrant Staff Support	Faculty and staff will utilize EL and Migrant Staff to assist with parent meetings, to provide resources in the native language, and to assist teachers with translating information to be sent home.	Academic Support Program	07/28/2014	05/15/2015	\$0	Faculty and Staff, EL and Migrant Staff
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	10/13/2014	05/15/2015	\$0	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers

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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
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	01/05/2015	05/01/2015	\$0	Principal
Embedded Planning Days	Program Review Teams will meet on each of the four embedded planning days to evaluate areas of need and plan next steps.	Professional Learning	08/11/2014	05/15/2015	\$0	Program Review Team Members
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	05/15/2015	\$0	All faculty and staff
Classroom Instruction in Problem Solving	Teachers will utilize guided practice to teach the problem solving steps in the classroom.	Direct Instruction	12/05/2014	05/15/2015	\$0	All Math Teachers
Annual 5K Run Sponsored by PTO	Students, parents, and community will participate in an annual 5K run/walk on a designated course that will begin and end on school grounds.	Community Engagement	04/25/2015	04/25/2015	\$0	Volunteer Teachers, Principal, Assistant Principal, School Resource Officer
30-60-90 Day Plans	Teams from each of the four program reviews will develop 30/60/90 day plans to address areas of weakness in the implementation of the program review standards.	Other	09/12/2014	05/15/2015	\$0	Program Review Team Members
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 Student/Parent One Mile Fun Run	Students and parents will walk/run on a designated one mile course during the school day.	Parent Involvement	11/03/2014	11/03/2014	\$0	P.E. Teachers, Activity Teachers, Principal, Assistant Principal, Assistants
Principal-Student Conferences	Principal will meet individually with all 3rd, 4th, and 5th grade students to discuss their academic performance and to assist them in setting their goal for growth and/or to reach proficiency.	Academic Support Program	01/05/2015	05/15/2015	\$0	Principal
At-Ten-Dance	Homeroom teachers will track daily attendance and have a dance at 10:00 on the 10th day of perfect attendance.	Behavioral Support Program	10/13/2014	05/15/2015	\$0	Homeroom Teachers

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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	08/11/2014	05/15/2015	\$0	P.E. Teacher, Activity Teachers
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	12/15/2014	12/19/2014	\$0	All Faculty and Staff, including ESL District Staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Sharpen the Saw Reward	Students who achieve their weekly or bi-weekly behavior goal will participate in Sharpen the Saw activities. If there is an area of behavior a student needs to work on, they will attend a Put First Things First class instead. At the end of the school year, students who have achieved their year-long behavior goal will receive a year-end effort reward (inflatables).	Behavioral Support Program	08/11/2014	05/15/2015	\$3000	All faculty and staff
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
Data Boards	Students in Grades 3-5 are utilizing data board 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	10/13/2014	05/01/2015	\$0	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
Monthly Grade-Level Attendance Winners	Grade-level with the highest monthly attendance will be awarded an attendance banner and have their picture taken for the local newspaper.	Behavioral Support Program	10/13/2014	05/15/2015	\$300	Administration and Office Personnel

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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	08/29/2014	05/08/2015	\$500	Assigned Teachers and Assistants, Family Resource, Custodians, Nurses, Secretaries, Principal, Assistant Principal, Counselor
Data Boards	Students in Grades 3-5 are utilizing data board 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	10/13/2014	05/01/2015	\$0	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
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	10/13/2014	05/15/2015	\$300	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants
Math-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	05/15/2015	\$0	5th Grade Math 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	09/02/2014	05/15/2015	\$725	Classroom Teachers, Leadership Team
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	05/15/2015	\$0	4th Grade Science Teacher
Total					\$4825	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	\$1000	School Principal, District PGES Coordinator
OPGES Pilot	Our school counselor will participate in the OPGES Pilot of the Professional Growth and Evaluation System. School administrators and peer observers will be trained as well.	Professional Learning	08/11/2014	05/15/2015	\$1000	Administration, Counselor, Peer Observers
Total					\$2000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Culture Night	Parents were invited to view student-created products based on the research of a specific country. Students traveled all over the building getting their school passports signed in each country represented. Free books were given to all students as well. A free meal was provided to all.	Parent Involvement	11/03/2014	11/03/2014	\$3429	All faculty and staff, Family Resource, Nurses, Cooks, Custodians
RTI	RTI interventionists work with students falling below the 20th percentile in reading and math in small group four times per week for 30 minutes per day using researched-based instruction. An additional retired teacher is being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, another retired teacher works with 1st and 2nd grade students who fall below the 20th percentile. In addition to these school-wide initiatives, Kindergarten is using the Brigance Screener to identify students who are entering school lacking prerequisite skills. One of our retired teachers funded by our daytime waiver is working with these students.	Academic Support Program	10/13/2014	05/15/2015	\$0	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers
Culture Night	Parents were invited to view student-created products based on the research of a specific country. Students traveled all over the building getting their school passports signed in each country represented. Free books were given to all students as well. A free meal was provided to all.	Parent Involvement	11/03/2014	11/03/2014	\$3429	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians
easyCBM	Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	08/11/2014	05/15/2015	\$1700	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

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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 year.	Academic Support Program	08/11/2014	05/15/2015	\$15000	All Regular Classroom Teachers and Special Education Teachers; Elementary Curriculum Coordinator
Instructional Practice Refinement	Math teachers will meet monthly with the GRREC Instructional Specialist to refine instructional practices.	Professional Learning	10/21/2014	03/09/2015	\$3874	GRREC Instructional Specialist, All Math Teachers
RTI	RTI interventionists work with students falling below the 20th percentile in reading and math in small group four times per week for 30 minutes per day using researched-based instruction. An additional retired teacher is being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, another retired teacher works with 1st and 2nd grade students who fall below the 20th percentile. In addition to these school-wide initiatives, Kindergarten is using the Brigance Screener to identify students who are entering school lacking prerequisite skills. One of our retired teachers funded by our daytime wavier is working with these students.	Academic Support Program	10/13/2014	05/15/2015	\$20850	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers
Student Showcase	Families are invited to view student-created dramas, dance, artwork, storytelling, and musical performances based on the content-specific learning in the classroom.	Parent Involvement	03/12/2015	03/12/2015	\$3429	All faculty and staff
Student Showcase	Families are invited to view student-created dramas, dance, artwork, storytelling, and musical performances based on the content-specific learning in the classroom.	Parent Involvement	03/12/2015	03/12/2015	\$3429	All Faculty and Staff
Discovery Education	All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, spring). This information is used to help students set individual goals and to place students in the correct instructional group.	Academic Support Program	11/11/2014	05/15/2015	\$2804	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers
Total					\$57944	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I-Pad	All teachers utilized teacher I-Pads to enhance learning through educational applications.	Technology	08/11/2014	05/15/2015	\$18000	All Teachers

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easyCBM	Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	08/11/2014	05/15/2015	\$0	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers
Discovery Education	All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, spring). This information is used to help students set individual goals and to place students in the correct instructional group.	Academic Support Program	11/11/2014	05/15/2015	\$2804	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers
Discovery Education	All K-5 students are administered the Discovery Education data-driven assessment three times yearly (fall, winter, spring). This information is used to help students set individual goals and to place students in the correct instructional group.	Academic Support Program	08/11/2014	05/15/2015	\$0	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers
Total					\$20804	

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?

Are our students showing growth? Where do we have gaps?

What content areas are strengths/weaknesses?

Which programs/strategies are effective?

Where is RSES in relation to the district/state?

How do we communicate with our stakeholders?

Are our students showing growth? Where do we have gaps?

RSES has met its annual measurable objective. Our overall K-PREP school score increased from 64.9 to 68.2, a gain of 3.3 points. Additionally, our students showed growth in all six areas of K-PREP testing. The data shows that females outperformed males in reading at every grade level. In math, however, males outperformed females with the exception of fourth grade. Non-free and reduced lunch students outperformed students eligible for free and reduced lunch in math and reading at all grade levels. We are extremely concerned about our incoming Kindergartners. In the area of math, 67% of our Kindergarten students are below the 25th percentile, 24% of our 1st grade students are below the 25th percentile, and 15% of our 2nd grade students are below the 25th percentile. An additional concern is that 65.9% of our incoming Kindergarten students were not Kindergarten ready according to the Brigance Screener.

What content areas are strengths/weaknesses?

Science and writing are definite areas of strength. Our science scores increased 13.2 percentage points to 80.5 which is 7.9 points ahead of our delivery target. Our writing scores increased another 11 points, which is 25.3 percentage points above the state average. Although we increased 11.2 percentage points in students who are proficient and distinguished in reading, we are still slightly below our delivery target. We must increase an additional 7.7 percentage points. In math, our number of proficient and distinguished students increased by 9.7 percent, however we still must gain another 10.4 percentage points.

Which programs/strategies are effective?

We are continuing to use our two computer labs for common assessments, benchmarking, the Student Voice Survey, and to enhance classroom learning. One lab also includes data boards which provide students a visual of individual goals needed to reach proficiency. The other computer lab is being used for K-5 students to receive interactive, real-life, real-world experiences with a highly qualified teacher in all content areas. Programs that are technology rich 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 are continuing school grade-level PLCs monthly. With our school being a second-year Leader in Me school, our school climate continues to improve with a significant decrease in office referrals. Our school-wide discipline policy, Sharpen the Saw reward, 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.

Where is RSES in relation to district/state?

In reading, RSES students scoring proficient and distinguished are 3.8 percentage points above the state and only .4 percentage points behind the district. In math, we are behind the state by 5.9 percentage points and trailing the district by 3.2 percentage points. Our students are shining in science, as they outperformed the state by 8.5 percentage points and the district by 4.5 percentage points. Although our performance in social studies is comparable to the state and district, we trail slightly by 2.2 and 2.6 percentage points respectively. Our students are excelling greatly in writing as they are scoring 25.3 percentage points above the state and 14.7 percentage points above the district. Language mechanics scores are 12.5 percentage points above the state and 7.7 percentage points above the district.

How do we communicate with our stakeholders?

A draft copy of our school improvement plan will be placed on our website for viewing. A final improvement plan will be communicated through a called meeting for all community stakeholders and will be posted on the school website for public viewing. Two additional meetings are planned in the Spring to update the community stakeholders on the progress of the school improvement plan. At this time, any progress monitoring that has been completed will be shared.

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 the results of the K-PREP testing, the achievement of students in all sub-groups increased at least 10 percentage points for proficient and distinguished except math which lacked three-tenths of a point of being 10 percentage points. Our science scores increased 13.2 percentage points to 80.5 which is 7.9 points ahead of our delivery target. Another notable achievement is that our writing scores increased another 11 points, which is 25.3 percentage points above the state average. To sustain our reading and writing scores, our primary 90 minute core reading block will remain in the schedule as protected instructional time. We have also changed our master schedule so that all intermediate students are receiving two hours of ELA instruction. Our highly qualified science teacher is immersing herself in the new science standards so that she will be prepared for a full implementation in the 2015-16 school year.

Opportunities for Improvement

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

With math being an area of concern, we are using GRREC Math Instructional Specialists who meet with our K-5 math teachers once monthly to refine instructional practices. In addition, we have three teachers who participate in a math cadre and share activities and strategies for meeting grade-level math standards in our school-level PLCs. We are also developing a teacher leader in primary who will work with GRREC consultants to focus more on standards and CRA Conceptual Building. By utilizing flex PD money, this teacher leader will meet in small groups with Kindergarten - 2nd grade teachers to implement these new strategies. RTI interventionists work with students falling below the 20th percentile in math in small group four times per week for 30 minutes per day using researched-based instruction. An additional retired teacher is being used to work with 1st -3rd grade math students who fall below the 20th percentile.

Conclusion

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

The GRREC Instructional Specialists are working with all grade levels to utilize concrete materials during math instruction by using an approach called Concrete-Representational-Abstract (CRA) Conceptual Building. Third, Fourth, and Fifth grades are using data board that give the students a visual of their present level of performance, and each student is setting a goal for the level of performance they would like to achieve during each Benchmarking period of the school year. Our 5th grade math teacher will be working one-on-one with a GRREC Instructional Specialist to redevelop the curriculum map so that units correlate directly to a standard.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Randy Baird, Community Member, Owner of McDonalds

Eric Gilbert, Parent, Pastor of Three Trees Church

Anita Tucker, Regional Executive Director for Monticello Banking

Derek Aaron, Editor of Times Journal

Lance Wade, Parent, Don Franklin Chevrolet Car Dealership

Sharon Gilbert, Operator of Little Sprouts Daycare

Barbara Hadley, Little Peoples Playhouse Daycare

Eric Selby, Russell Springs Mayor

Alisa King, Parent, SBDM Council, Bennett's Carpet

Tracy Antle, Cumberland Family Medical

Janelle Miller, Family Resource Center

Phil Carney, Family Resource Center

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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Russell Springs Elementary School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength: parent/teacher communication through parent/teacher conferences, weekly progress reports in primary, every three week progress reports in intermediate, ESL teachers assist with overcoming language barriers between parents and school, school sends home monthly newsletters to inform parents about school happenings, parental involvement is encouraged in the planning of IEPs and interventions of students, community stakeholders are actively involved in school improvement and in securing human resources to support student learning.

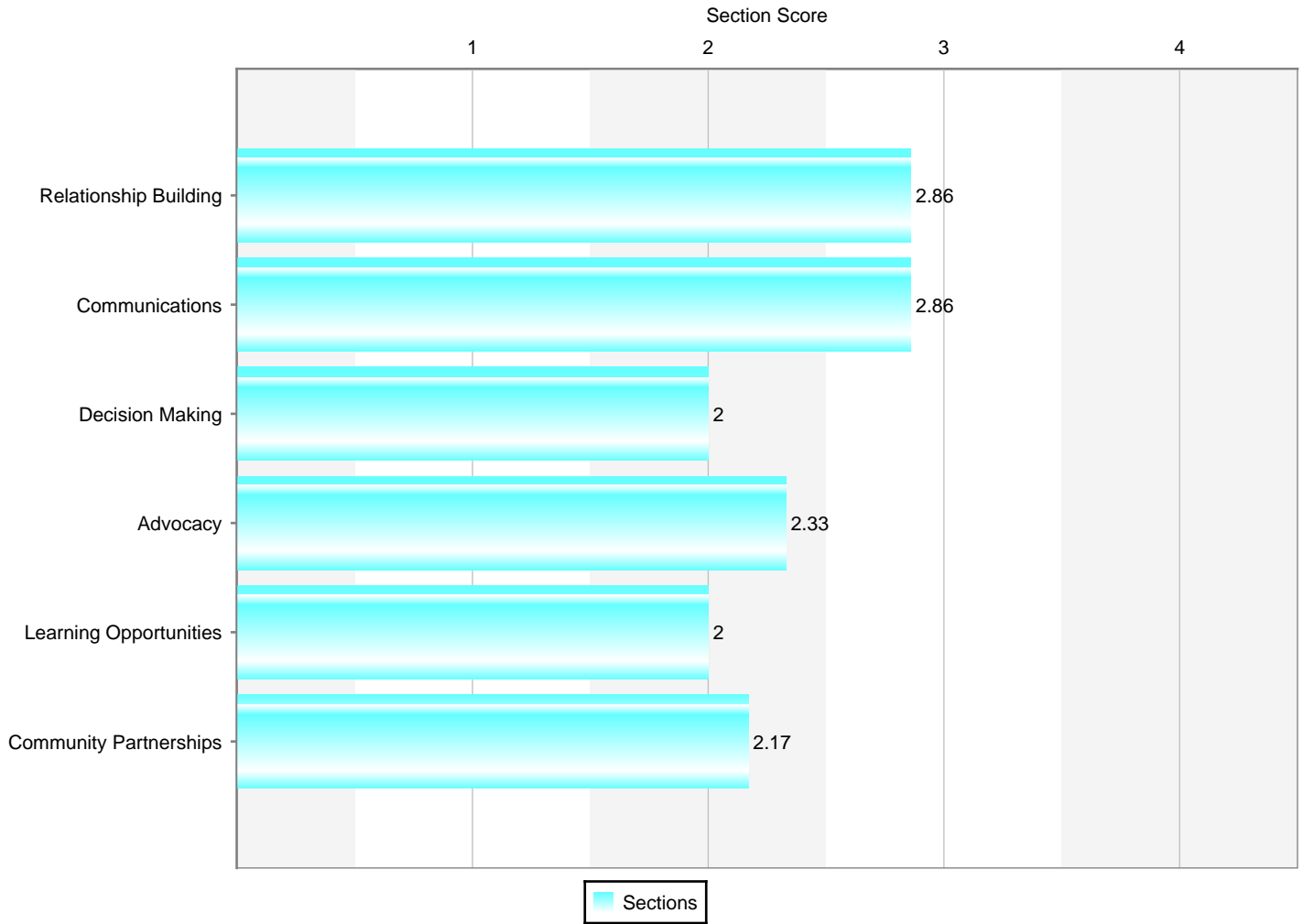
Areas in need of improvement: Although we keep parents well informed of their student's progress, we know that we need to conduct more parent trainings so they will understand the standards and curriculum to where they are able to be more influential in their student's learning.

Sustaining areas of Strength: We will continue to keep parents informed of their student's progress and learning through various modes of communication.

Plans for improving areas of need: Teaming up with community stakeholders and FRYSC to conduct needs assessments and following through with that data.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders were selected from various sectors of the business community, and several have small children of their own or several small children in the school system. All were contacted via telephone, and roles were established at the first meeting based on the strength of the stakeholder. Dates were selected based on the availability of the stakeholders, and the consensus of the group was that meetings should be conducted at 7:30 AM, which is before the work day begins for most of the businesses. Parents were informed and invited to attend all meetings via the school newsletter. Since this is our second year of utilizing this process, an effort was made to involve new stakeholders.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Randy Baird, Community Member, Owner of McDonalds
Eric Gilbert, Parent, Pastor of Three Trees Church
Anita Tucker, Regional Executive Director for Monticello Banking
Derek Aaron, Editor of Times Journal
Lance Wade, Parent, Don Franklin Chevrolet Car Dealership
Sharon Gilbert, Operator of Little Sprouts Daycare
Barbara Hadley, Little Peoples Playhouse Daycare
Eric Selby, Russell Springs Mayor
Alisa King, Parent, SBDM Council, Bennett's Carpet
Tracy Antle, Cumberland Family Medical
Janelle Miller, Family Resource Center
Phil Carney, Family Resource Center

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Final improvement plan was communicated through a called meeting for all community stakeholders and is posted on the school website for public viewing. Two additional meetings are planned in the Spring to update the community stakeholders on the progress of the school improvement plan. At this time, any progress monitoring that has been completed will be shared.

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		

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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		

KDE 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		

KDE 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		

KDE 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.	Yes		

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 2015. 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:

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.

Category:

Research Cited:

Activity - CIITS Implementation	Activity Type	Tier	Phase	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	Tier	Phase	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 CITTTS 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

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.

KDE Comprehensive School Improvement Plan

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Strategy1:

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.

Category:

Research Cited:

Activity - Monthly Effort Rewards	Activity Type	Tier	Phase	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	Tier	Phase	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

Strategy2:

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.

Category:

Research Cited:

Activity - Leader in Me	Activity Type	Tier	Phase	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

Strategy3:

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.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Coach Meetings	Activity Type	Tier	Phase	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

Measurable Objective 3:

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.

Category:

Research Cited:

Activity - Walking/Running	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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

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 .

Strategy1:

Discovery Education Assessment Data - All K-5 students are administered the Discovery Education data-driven assesement 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.

Category:

Research Cited:

Activity - Professional Peer Consultant	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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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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.

Category:

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	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:

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.

Category:

Research Cited:

Activity - Literacy Night	Activity Type	Tier	Phase	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	Tier	Phase	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 - Fall Festival/Math Night	Activity Type	Tier	Phase	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

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Activity - Parent/Teacher Conferences	Activity Type	Tier	Phase	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

Strategy4:

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

Category:

Research Cited:

Activity - Maths-Whizz Online Tutor	Activity Type	Tier	Phase	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 - Gizmos in Science	Activity Type	Tier	Phase	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	Tier	Phase	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 - Additional Computer Lab	Activity Type	Tier	Phase	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

Strategy5:

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.

Category:

Research Cited:

Activity - CIITS Training	Activity Type	Tier	Phase	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 CITTs 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	Tier	Phase	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

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:

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

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group.

Category:

Research Cited:

Activity - Data Boards	Activity Type	Tier	Phase	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	Tier	Phase	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

Activity - Professional Peer Consultant	Activity Type	Tier	Phase	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

Strategy2:

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

Category:

Research Cited:

Activity - Maths-Whizz Online Tutor	Activity Type	Tier	Phase	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 - Gizmos in Science	Activity Type	Tier	Phase	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 - Additional Computer Lab	Activity Type	Tier	Phase	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 - e-Beam Solutions	Activity Type	Tier	Phase	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

Strategy3:

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.

Category:

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	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.

Category:

Research Cited:

Activity - Professional Peer Consultant	Activity Type	Tier	Phase	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

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Activity - RTI	Activity Type	Tier	Phase	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

Activity - Data Boards	Activity Type	Tier	Phase	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

Strategy3:

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

Category:

Research Cited:

Activity - Gizmos in Science	Activity Type	Tier	Phase	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 - Maths-Whizz Online Tutor	Activity Type	Tier	Phase	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 - e-Beam Solutions	Activity Type	Tier	Phase	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	Tier	Phase	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

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:

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.

Category:

Research Cited:

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Activity - Common Assessments	Activity Type	Tier	Phase	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.

Category:

Research Cited:

Activity - Gizmos in Science	Activity Type	Tier	Phase	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 - Maths-Whizz Online Tutor	Activity Type	Tier	Phase	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	Tier	Phase	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 - e-Beam Solutions	Activity Type	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Professional Peer Consultant	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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

Narrative:

SY 2014-2015

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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:

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.

Category:

Research Cited:

Activity - Parent Survey	Activity Type	Tier	Phase	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 - Fall Festival/Math Night	Activity Type	Tier	Phase	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	Tier	Phase	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

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Activity - Parent/Teacher Conferences	Activity Type	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Data Boards	Activity Type	Tier	Phase	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	Tier	Phase	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

Activity - Professional Peer Consultant	Activity Type	Tier	Phase	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:

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.

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Category:

Research Cited:

Activity - CIITS Training	Activity Type	Tier	Phase	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 CITTTS 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	Tier	Phase	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

Strategy4:

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

Category:

Research Cited:

Activity - Gizmos in Science	Activity Type	Tier	Phase	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	Tier	Phase	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 - Additional Computer Lab	Activity Type	Tier	Phase	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	Tier	Phase	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

Strategy5:

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.

Category:

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	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

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:

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

Category:

Research Cited:

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Russell Springs Elementary School

Activity - Gizmos in Science	Activity Type	Tier	Phase	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 - Maths-Whizz Online Tutor	Activity Type	Tier	Phase	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	Tier	Phase	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 - e-Beam Solutions	Activity Type	Tier	Phase	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

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.

Category:

Research Cited:

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Activity - Common Assessments	Activity Type	Tier	Phase	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.

Category:

Research Cited:

Activity - Professional Peer Consultant	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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.

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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:

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.

Category:

Research Cited:

Activity - Principal's High-Five Club	Activity Type	Tier	Phase	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 - Leadership/Data Notebooks	Activity Type	Tier	Phase	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

Activity - Data Boards	Activity Type	Tier	Phase	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	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Parent/Teacher Conferences	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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

Strategy3:

Evaluating Specially Designed Instruction - Principal will meet with each special education teacher to look at the specially designed

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instruction for each student with disabilities to ensure that an appropriate program has been put into place to close the achievement gap.

Category:

Research Cited:

Activity - Release Time	Activity Type	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Tier 2 and Tier 3 Communication	Activity Type	Tier	Phase	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	Tier	Phase	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

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:

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.

Category:

Research Cited:

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Activity - Parent Survey	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Discovery Education Assessment Data	Activity Type	Tier	Phase	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

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Activity - Tier 2 and Tier 3 Communication	Activity Type	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Principal-Student Conferences	Activity Type	Tier	Phase	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 - Data Boards	Activity Type	Tier	Phase	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

Activity - Leadership/Data Notebooks	Activity Type	Tier	Phase	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

Activity - Principal's High-Five Club	Activity Type	Tier	Phase	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

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Strategy4:

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.

Category:

Research Cited:

Activity - ESS Daytime Waiver	Activity Type	Tier	Phase	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 - RTI Instruction	Activity Type	Tier	Phase	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	Tier	Phase	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

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.

Strategy1:

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.

Category:

Research Cited:

Activity - Parent/Teacher Conferences	Activity Type	Tier	Phase	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

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Activity - Fall Festival/Math Night	Activity Type	Tier	Phase	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	Tier	Phase	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	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Tier 2 and Tier 3 Communication	Activity Type	Tier	Phase	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	Tier	Phase	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:

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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.

Category:

Research Cited:

Activity - Principal-Student Conferences	Activity Type	Tier	Phase	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 - Data Boards	Activity Type	Tier	Phase	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

Activity - Leadership/Data Notebooks	Activity Type	Tier	Phase	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

Activity - Principal's High-Five Club	Activity Type	Tier	Phase	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

Measurable Objective 4:

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.

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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.

Category:

Research Cited:

Activity - Discovery Education Assessment Data	Activity Type	Tier	Phase	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	Tier	Phase	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

Strategy2:

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.

Category:

Research Cited:

Activity - ESS Daytime Waiver	Activity Type	Tier	Phase	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 - RTI Instruction	Activity Type	Tier	Phase	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

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Activity - EKU Fluency Program	Activity Type	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Principal's High-Five Club	Activity Type	Tier	Phase	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 - Leadership/Data Notebooks	Activity Type	Tier	Phase	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

Activity - Data Boards	Activity Type	Tier	Phase	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	Tier	Phase	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

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.

Category:

Research Cited:

Activity - Parent/Teacher Conferences	Activity Type	Tier	Phase	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 - Parent Survey	Activity Type	Tier	Phase	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 - Literacy Night	Activity Type	Tier	Phase	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	Tier	Phase	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

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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:

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.

Category:

Research Cited:

Activity - Professional Learning - Writing Assessments	Activity Type	Tier	Phase	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 - Writing Policy	Activity Type	Tier	Phase	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

Activity - Professional Learning - Practical Living	Activity Type	Tier	Phase	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

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Activity - Professional Learning - Arts and Humanities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities teacher will lead two seperate 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

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	At beginning of year all faculty and staff were advised of safety procedures and drills. Since then the EMP policy was developed by the District and adopted by SBDM.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	This was presented at a District meeting.	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		