



# **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 689 kindergarten 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 has decreased due to the moving of preschool, our overall enrollment continues to increase due to people moving into our district. This increase in enrollment and the recent reduction in classified staff continues to present fewer opportunities for 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 76.8% 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 percentage of student scoring proficient/distinguished in math decreased from 43.3 to 43.1, however we were ahead of our delivery target by .1 of a point. Another notable achievement is that our social studies scores increased another 7.7 points, which was 1.3 point ahead of our delivery target and 3.1 points ahead of the state average. In addition, our writing scores increased 4.1 points to 68.1, which is 7.7 point over our delivery target and 24.3 point ahead of the state average! Our 2013-2014 Russell Springs Elementary Academic Team had a very productive year in 2014-2015. We had 8 students to place in the top 5 in the different subject areas advancing them to the Regional competition. The quick recall team was runner up in the District which also advanced them to the Region. In Regional play, one RSES student placed second in Science and another earned fourth place in Language Arts. 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, Reading Eggspress, Math Whizz, Gizmos, Study Island, Moby Max, EasyCBM probes, Accelerated Reader, and Go Math are continuing to be used in the classrooms. Newly purchased technology programs include Simple Solutions for science in grades 2-4, Simple Solutions for ELA in 4th grade. We are continuing school grade-level PLCs monthly. With our school being a third-year Leader in Me school and the recent implementation of PBIS, our school climate continues to improve with a significant decrease in office referrals. Through PBIS, students have the opportunity to earn PRIDE tickets for meeting our school-wide expectations by being Proactive, Respectful, Independent, Dedicated and/or Exceptional. Students earning these tickets have an opportunity to receive weekly rewards from the Pride Zone during our weekly drawing during morning assembly. Our school-wide discipline policy, quarterly rewards, 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 Proficient/Progressing school. We must continue to focus on our overall math and reading scores in order to maintain proficiency. We are continuing to use 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 periodically 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. With reading being an area of concern, we have a full-time interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded through an ESS daytime waiver.

According to the Brigance Screener, 65.9 % of Kindergarten students began the 2013-14 school year at RSES with a "Not Kindergarten Ready" status. In response to this staggering data, we implemented a Kindergarten Jump Start program to identify students with the greatest deficit of basic Kindergarten ready skills. Students were screened with an in-house screener designed to identify skills needed to be considered "Kindergarten Ready". Students scoring below a predetermined cut score were provided with materials to strengthen areas of

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need. After one month, those students were re-screened to determine if improvements were achieved. This data was used to identify students for placement in the Jump Start class where Kindergarten Ready skills would be focused on throughout the year. This is proving to be successful, as the 2014-15 Brigance Screener results show 41.5% of our RSES Kindergarten students were identified as "Not Kindergarten Ready". This is 24.4 % fewer than the previous year.

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 various resources.

## **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. One way we are accomplishing this task is through our WATCH D.O.G.S. (Dads Of Great Students) program. Fathers, stepfathers, grandfathers and uncles are asked to spend at least one day at their student's school volunteering. They will support the school through: monitoring the school property, working in small groups, reading, using flashcards, helping with homework, refereeing games, listening ears, or whatever else needs to be done to PLANT SEEDS OF SUCCESS in the lives of the students. Another program implemented by FRC is called Laker Pals. This program involves high school seniors coming to our school and mentoring students. They offer encouragement, support, and friendship to students who need that extra love and support. Even though we are the largest of the three elementary schools in our district, with about 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.

Executive Summary

Russell Springs Elementary School

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# **2015-16 KDE Comprehensive School Improvement Plan**

## Overview

### Plan Name

2015-16 KDE Comprehensive School Improvement Plan

### Plan Description

Plan for School Improvement

## 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: 9 Activities: 23	Organizational	\$56959
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: 5 Strategies: 5 Activities: 17	Organizational	\$45332
3	Students and teachers at Russell Springs Elementary School will experience a positive learning and working environment as evidenced by an increase from 91.8% to 95.0% per the Composite Rate of Agreement on the 2016-2017 TELL Survey.	Objectives: 2 Strategies: 4 Activities: 11	Organizational	\$13275
4	Program Reviews in Writing, Practical Living, Arts and Humanities will reflect improved student performance.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0
5	Russell Springs Elementary School will reduce the overall combined reading and math Novice 10% by May 2016	Objectives: 2 Strategies: 2 Activities: 11	Organizational	\$48231

## 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 48.0 to 55.8 by 05/20/2016 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 will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500	GRECC Race to the Top	GRREC Instructional Specialists, Administrators, Faculty

Status	Progress Notes	Created On	Created By
Completed	GRREC Math Curriculum Specialist met monthly with math teachers. Teachers used information to drive their instruction.	May 19, 2015	Mrs. Cecilia L Damron
Completed	GRREC Math Curriculum Specialist met monthly with math teachers. Teachers used information to drive their instruction.	May 19, 2015	Mrs. Cecilia L Damron

### 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



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Activity - Attendance Leader Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily attendance percentage by grade-level will be tracked and displayed on attendance board in foyer.	Behavioral Support Program	08/11/2015	05/20/2016	\$250	Other	Administration and Office Personnel

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	08/11/2015	05/20/2016	\$0	No Funding Required	Homeroom Teachers

Status	Progress Notes	Created On	Created By
Completed	Many homerooms have achieved At-Ten-Dance celebrations - some three and four times.	May 19, 2015	Mrs. Cecilia L Damron

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	01/04/2016	05/20/2016	\$300	Other	Administration and Office Personnel

**Strategy 3:**

Common Assessments in All Grade Levels - K-5 teachers will administer district common assessments three 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	08/11/2015	05/20/2016	\$15000	Title I Part A	All Regular Classroom Teachers and Special Education Teachers; Elementary Curriculum Coordinator
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Status	Progress Notes	Created On	Created By
Completed	Teachers were given release time to meet with the Elementary Curriculum Coordinator to develop common assessments to assess standards.	May 19, 2015	Mrs. Cecilia L Damron

## (shared) Strategy 4:

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 - 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	03/10/2016	03/10/2016	\$3500	Title I Part A	All Faculty and Staff

Status	Progress Notes	Created On	Created By
Completed	Student Showcase was a success with many students creating art displays relating to their classroom content learning.	May 19, 2015	Mrs. Cecilia L Damron

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	12/01/2015	12/18/2015	\$0	No Funding Required	All Faculty and Staff, including ESL District Staff

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Status	Progress Notes	Created On	Created By
Completed	Two successful parent/teacher conferences were held throughout the school year with parents being informed of student progress and data of Discovery Education and easyCBM.	May 19, 2015	Mrs. Cecilia L Damron

Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Other	Faculty, staff and administrators

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Other	Faculty, staff and administrators

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Title I Part A	Second and Third grade teachers

Activity - Watch D.O.G.S Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

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Fathers, stepfathers, grandfathers and uncles are asked to spend at least one day at their student's school volunteering. They will support the school through: monitoring the school property, working in small groups, reading, using flashcards, helping with homework, refereeing games, listening ears, or whatever else needs to be done to PLANT SEEDS OF SUCCESS in the lives of the students.	Parent Involvement	10/12/2015	05/20/2016	\$400	FRYSC	FRC Coordinator and assistant
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## (shared) Strategy 5:

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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/01/2015	05/20/2016	\$20850	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students continue to move through RTI tiers based on student progress and Discovery Education data.	May 19, 2015	Mrs. Cecilia L Damron

Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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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	10/12/2015	05/20/2016	\$0	No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
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Status	Progress Notes	Created On	Created By
Completed	Student progress was displayed and accessible by grade level on data boards in the Rocket Lab.	May 19, 2015	Mrs. Cecilia L Damron

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	10/12/2015	05/20/2016	\$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	10/12/2015	05/20/2016	\$2100	Title I Part A, General Fund	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

### Strategy 6:

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

**KDE Comprehensive School Improvement Plan**

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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	05/20/2016	\$800	General Fund	4th Grade Science Teacher

Activity - Math-Whizz Online Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 2-5 grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	08/11/2015	05/20/2016	\$0	No Funding Required	2nd-5th Grade Math Teacher, Technology Enrichment Teacher

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	05/20/2016	\$0	No Funding Required	All Teachers

**Strategy 7:**

Literacy Enriched Instruction - Teachers will use research based instructional materials designed to strengthen and support basic reading skills.

Category: Continuous Improvement

Activity - Simple Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers use the Simple Solutions resource workbooks to enhance and reinforce reading basic skills.	Academic Support Program	09/01/2015	05/20/2016	\$3051	Other, State Funds	Classroom teachers
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**Strategy 8:**

Mentoring - Small groups of students will be paired with a mentor to provide encouragement and support throughout the year.

Category: Other - Student Support

Activity - LAKER PALS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LAKER PALS program involves high school seniors coming to our school and mentoring students. They offer encouragement, support, and friendship to students who need that extra love and support.	Behavioral Support Program	11/03/2015	05/20/2016	\$0	No Funding Required	FRC Coordinator and assistant

Activity - Coaching Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet with their coaches once monthly in groups of 8-10 in a round table type open discussion to address student's concerns and needs. Coaches use this time to provide encouragement and promote student effort in all aspects of the school environment.	Behavioral Support Program	08/11/2015	05/20/2016	\$500	Other	Assigned teachers and assistance, FRC, custodians, nurse, secretary, principal, assistant principals and counselor

**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 05/20/2016 as measured by Stanford 10.

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

**(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 will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500	GRECC Race to the Top	GRREC Instructional Specialists, Administrator s, Faculty

Status	Progress Notes	Created On	Created By
Completed	GRREC Math Curriculum Specialist met monthly with math teachers. Teachers used information to drive their instruction.	May 19, 2015	Mrs. Cecilia L Damron
Completed	GRREC Math Curriculum Specialist met monthly with math teachers. Teachers used information to drive their instruction.	May 19, 2015	Mrs. Cecilia L Damron

**(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 - 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	03/10/2016	03/10/2016	\$3500	Title I Part A	All Faculty and Staff

Status	Progress Notes	Created On	Created By
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# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Completed	Student Showcase was a success with many students creating art displays relating to their classroom content learning.	May 19, 2015	Mrs. Cecilia L Damron
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Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	12/01/2015	12/18/2015	\$0	No Funding Required	All Faculty and Staff, including ESL District Staff

Status	Progress Notes	Created On	Created By
Completed	Two successful parent/teacher conferences were held throughout the school year with parents being informed of student progress and data of Discovery Education and easyCBM.	May 19, 2015	Mrs. Cecilia L Damron

Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Other	Faculty, staff and administrators

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Other	Faculty, staff and administrators

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Title I Part A	Second and Third grade teachers
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Activity - Watch D.O.G.S Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fathers, stepfathers, grandfathers and uncles are asked to spend at least one day at their student's school volunteering. They will support the school through: monitoring the school property, working in small groups, reading, using flashcards, helping with homework, refereeing games, listening ears, or whatever else needs to be done to PLANT SEEDS OF SUCCESS in the lives of the students.	Parent Involvement	10/12/2015	05/20/2016	\$400	FRYSC	FRC Coordinator and assistant

### (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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/01/2015	05/20/2016	\$20850	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

Status	Progress Notes	Created On	Created By
In Progress	Students continue to move through RTI tiers based on student progress and Discovery Education data.	May 19, 2015	Mrs. Cecilia L Damron

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	10/12/2015	05/20/2016	\$0	No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

Status	Progress Notes	Created On	Created By
Completed	Student progress was displayed and accessible by grade level on data boards in the Rocket Lab.	May 19, 2015	Mrs. Cecilia L Damron

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	10/12/2015	05/20/2016	\$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
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**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$2100	General Fund, Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers
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**Strategy 4:**

Kindergarten Ready - Develop strategies to help students strengthen Kindergarten Ready skills.

Category: Early Learning

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be screened with an in-house screener designed to identify skills needed to be considered "Kindergarten Ready". Students scoring below a predetermined cut score will be provided with materials to strengthen areas of need. After one month, those students will be re-screened to determine if improvements have been achieved. This data will be used to identify students for placement in the Jump Start class where Kindergarten Ready skills will be focused on throughout the year.	Recruitment and Retention	03/16/2015	05/20/2016	\$0	Race to the Top	Kindergarten teachers, Counselor, Administration

Activity - Jump Start Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified through the in-house Kindergarten screener are placed in the Jump Start class where Kindergarten Ready skills will be targeted.	Academic Support Program	08/11/2015	05/20/2016	\$0	No Funding Required	Administration, Jump Start teacher and assistant

**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 05/20/2016 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

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	03/10/2016	03/10/2016	\$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	12/01/2015	12/18/2015	\$0	No Funding Required	All faculty and staff including ESL district staff

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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	05/20/2016	\$100	Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Other	Faculty, staff and administrators

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Other	Faculty, staff and administrators

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Title I Part A	Second and Third grade teachers

**(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.

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/12/2015	05/20/2016	\$20850	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

Status	Progress Notes	Created On	Created By
Completed	Students qualifying for RTI were serviced by a full-time RTI Interventionist as well as three retired teachers who were funded through an ESS daytime waver. Student progressed through tiers and will continue in the next school year.	May 19, 2015	Mrs. Cecilia L Damron

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	10/12/2015	05/20/2016	\$0	No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

## KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

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	10/12/2015	05/20/2016	\$5608	Title I Part A, District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Status	Progress Notes	Created On	Created By
Completed	Students were administered the Discovery Education benchmark during the fall, winter, and spring. This data was used to drive instruction.	May 19, 2015	Mrs. Cecilia L Damron

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	10/12/2015	05/20/2016	\$2100	General Fund, Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Status	Progress Notes	Created On	Created By
Completed	All K, 1, and 2 students were given the easyCBM to determine correct placement in instructional groups.	May 19, 2015	Mrs. Cecilia L Damron

### Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.1 to 50.1 by 05/20/2016 as measured by 2015-2016 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.



**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

Category: Persistence to Graduation

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	03/10/2016	03/10/2016	\$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	12/01/2015	12/18/2015	\$0	No Funding Required	All faculty and staff including ESL district staff

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	05/20/2016	\$100	Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Other	Faculty, staff and administrators

## KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Other	Faculty, staff and administrators

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Title I Part A	Second and Third grade teachers

### (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	05/20/2016	\$0	No Funding Required	RTI Interventionist

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

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	05/20/2016	\$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	10/12/2015	05/01/2016	\$0	No Funding Required	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	09/01/2015	05/20/2016	\$0	No Funding Required	Classroom Teachers, Leadership Team

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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	10/12/2015	05/20/2016	\$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	09/01/2015	05/20/2016	\$11070	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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/12/2015	05/20/2016	\$20850	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

Status	Progress Notes	Created On	Created By
Completed	Students qualifying for RTI were serviced by a full-time RTI Interventionist as well as three retired teachers who were funded through an ESS daytime waver. Student progressed through tiers and will continue in the next school year.	May 19, 2015	Mrs. Cecilia L Damron

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	10/12/2015	05/20/2016	\$0	No Funding Required	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	10/12/2015	05/20/2016	\$5608	District Funding, Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Status	Progress Notes	Created On	Created By
Completed	Students were administered the Discovery Education benchmark during the fall, winter, and spring. This data was used to drive instruction.	May 19, 2015	Mrs. Cecilia L Damron

Activity - easyCBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$2100	General Fund, Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers
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Status	Progress Notes	Created On	Created By
Completed	All K, 1, and 2 students were given the easyCBM to determine correct placement in instructional groups.	May 19, 2015	Mrs. Cecilia L Damron

**Measurable Objective 3:**

collaborate to increase proficiency in math and reading among students qualifying for free and reduced lunch by 05/20/2016 as measured by 2015-2016 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 - 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	03/10/2016	03/10/2016	\$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	12/01/2015	12/18/2015	\$0	No Funding Required	All faculty and staff including ESL district staff

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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	05/20/2016	\$100	Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Other	Faculty, staff and administrators

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Other	Faculty, staff and administrators

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Title I Part A	Second and Third grade teachers

**(shared) Strategy 2:**

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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	05/20/2016	\$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	05/20/2016	\$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
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# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

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	10/12/2015	05/01/2016	\$0	No Funding Required	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants
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Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$0	No Funding Required	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	10/12/2015	05/20/2016	\$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	09/01/2015	05/20/2016	\$11070	GRECC Race to the Top	Administrators, RTI Interventionist, Classroom Teachers

**Measurable Objective 4:**

collaborate to increase proficiency in reading for males in 3rd-5th grades by 05/20/2016 as measured by 2015-2016 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 - 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	03/10/2016	03/10/2016	\$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	12/01/2015	12/18/2015	\$0	No Funding Required	All faculty and staff including ESL district staff

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	05/20/2016	\$100	Title I Part C	Faculty and Staff, EL and Migrant Staff

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Other	Faculty, staff and administrators

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Other	Faculty, staff and administrators

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Title I Part A	Second and Third grade teachers

**(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	05/20/2016	\$0	No Funding Required	RTI Interventionist

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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	05/20/2016	\$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	10/12/2015	05/01/2016	\$0	No Funding Required	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
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**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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	09/01/2015	05/20/2016	\$0	No Funding Required	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	10/12/2015	05/20/2016	\$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	09/01/2015	05/20/2016	\$11070	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
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# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/12/2015	05/20/2016	\$20850	Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers
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Status	Progress Notes	Created On	Created By
Completed	Students qualifying for RTI were serviced by a full-time RTI Interventionist as well as three retired teachers who were funded through an ESS daytime waver. Student progressed through tiers and will continue in the next school year.	May 19, 2015	Mrs. Cecilia L Damron

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	10/12/2015	05/20/2016	\$0	No Funding Required	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
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**KDE Comprehensive School Improvement Plan**

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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	10/12/2015	05/20/2016	\$5608	Title I Part A, District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers
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Status	Progress Notes	Created On	Created By
Completed	Students were administered the Discovery Education benchmark during the fall, winter, and spring. This data was used to drive instruction.	May 19, 2015	Mrs. Cecilia L Damron

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	10/12/2015	05/20/2016	\$2100	General Fund, Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Status	Progress Notes	Created On	Created By
Completed	All K, 1, and 2 students were given the easyCBM to determine correct placement in instructional groups.	May 19, 2015	Mrs. Cecilia L Damron

**Measurable Objective 5:**

collaborate to increase proficiency in math and reading among students with disabilities by 05/20/2016 as measured by 2015-2016 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 - 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	03/10/2016	03/10/2016	\$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	12/01/2015	12/18/2015	\$0	No Funding Required	All faculty and staff including ESL district staff

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	05/20/2016	\$100	Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Other	Faculty, staff and administrators

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Other	Faculty, staff and administrators



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Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Title I Part A	Second and Third grade teachers

**(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	05/20/2016	\$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	05/20/2016	\$0	No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers

**(shared) Strategy 3:**

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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:

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	10/12/2015	05/01/2016	\$0	No Funding Required	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	09/01/2015	05/20/2016	\$0	No Funding Required	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	10/12/2015	05/20/2016	\$0	No Funding Required	Principal

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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	09/01/2015	05/20/2016	\$11070	GRECC Race to the Top	Administrators, RTI Interventionist, Classroom Teachers

**Strategy 4:**

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

Category:

Activity - Release Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Release time will be given to each special education teacher so that they can meet with the principal to analyze the specially designed instruction for each of their students.	Professional Learning	01/06/2014	01/17/2014	\$75	Other	Principal, Special Education Teachers

**Goal 3: Students and teachers at Russell Springs Elementary School will experience a positive learning and working environment as evidenced by an increase from 91.8% to 95.0% per the Composite Rate of Agreement on the 2016-2017 TELL Survey.**

**Measurable Objective 1:**

collaborate to decrease the number of office referrals for unacceptable behavior by 25% by 05/20/2016 as measured by reports in Infinite Campus.

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**Strategy 1:**

PBIS - 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	08/11/2014	05/20/2016	\$0	No Funding Required	All faculty and staff

Activity - PRIDE Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students demonstrating school wide expectations (Proactive, Respectful, Independent, Dedicated, Exceptional) earn a Pride Ticket to be included in a weekly drawing for prizes from the Pride Zone. In addition, after classes earn a predetermined number of tickets, they celebrate the achievement in the classroom.	Behavioral Support Program	08/11/2015	05/20/2016	\$300	State Funds	RSES faculty and staff

Activity - Check In/ Check Out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A designated faculty member is assigned to check in each morning and check out each afternoon with students demonstrating a large number of behavior incidents. Students are reminded each morning of the school wide expectations, teachers rate the student's behavior throughout the day, and their performance is reviewed each afternoon.	Behavioral Support Program	10/12/2015	05/20/2016	\$275	IDEA	RSES faculty and staff

Activity - 9 week PBIS School-wide Reward	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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Students who demonstrate positive behavior with no office referrals or no more than 2 minor infractions are rewarded with a predetermined school-wide reward.	Behavioral Support Program	08/11/2015	05/20/2016	\$3000	Other	RSES faculty and staff
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### 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 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	08/11/2015	05/20/2016	\$9000	Race to the Top	All faculty and staff

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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	08/11/2015	05/20/2016	\$0	No Funding Required	All Faculty and Staff

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, celebrate student success and to reinforce the 7 Habits.	Behavioral Support Program	08/11/2015	05/20/2016	\$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 05/02/2016 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:

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	08/11/2015	05/20/2016	\$0	No Funding Required	P.E. Teacher, Activity Teachers

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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

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Other	Faculty, Staff, Administrators

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

### Measurable Objective 1:

demonstrate a proficiency in an area of needed improvement in Writing, PL/CS, and A/H by 05/17/2013 as measured by 2012-2013 Program Review.

### Strategy 1:

Integration of Curriculum - PL/CS teachers will collaborate with academic teachers to integrate core academic areas in the PL/CS curriculum.

Category:

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Activity - Monthly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly school PLC meetings, PL/CS teachers will collaborate with content area teachers to integrate core academic areas into the PL/CS curriculum.	Professional Learning	01/02/2013	05/17/2013	\$0	No Funding Required	PL/CS Teachers, Content Area Teachers, Counselor, Librarian

**Measurable Objective 2:**

demonstrate a proficiency of continued growth in Writing, Practical Living, and Arts and Humanities by 05/20/2016 as measured by 2015-2016 Program Reviews.

**Strategy 1:**

Program Review Team Meetings and Professional Learning - 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

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	08/11/2015	05/20/2016	\$0	No Funding Required	Program Review Team Members

Activity - Morning Assembly Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day of the week, one of the Program Review Components is highlighted, for example: Mechanics Monday (Writing), Taking Care of Business Tuesday (PL/CS), Wellness Wednesday (PL/CS), and Arts and Humanities Thursday	Academic Support Program	08/11/2015	05/20/2016	\$0	No Funding Required	Assistant Principal, Counselor



## Goal 5: Russell Springs Elementary School will reduce the overall combined reading and math Novice 10% by May 2016

### Measurable Objective 1:

collaborate to reduce the percentage of students scoring Novice in Reading by 2.0% by 05/20/2016 as measured by 2016 K-PREP scores.

### Strategy 1:

Improve Individual Reading Ability - A variety of materials, programs, and strategies will be used to increase students' overall reading ability.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI interventionists will work with students falling below the 20th percentile in reading in small group or one-on-one using research-based instruction to increase their reading ability to answer grade level comprehension questions.	Academic Support Program	10/12/2015	05/20/2016	\$20850	Title I Part A	RTI Coordinator, ESS Daytime Waiver teachers, classroom teachers, administration

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide mid-year and end-of-year goals are set per grade level. In addition, some grade levels set monthly goals within their classrooms. Students are encouraged to select reading material based on their individualized reading level according to their STAR reading results. Students are rewarded when goals are met.	Academic Support Program	08/11/2015	05/20/2016	\$7682	State Funds	RSES faculty and staff

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Activity - Visualizing and Verbalizing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visualizing and Verbalizing is a research based program written by Linda Mood Bell to promote comprehension skills.	Academic Support Program	08/11/2015	05/20/2016	\$2780	IDEA	SE teachers

Activity - Technology Rich Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided multiple opportunities to utilize technology rich, research based instruction through various programs which include: ReadingEggs, ReadingEggspress, MobyMax, StarFall. These technology programs create a unique, individualized education plan for each student allowing advanced students to progress quickly and ensuring that remedial students get the extra instruction they need.	Academic Support Program	08/11/2015	05/20/2016	\$3418	GRECC Race to the Top, GRECC Race to the Top	Classroom teachers, RTI interventionists and Enrichment teacher

Activity - Simple Solutions in ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Simple Solutions ELA promotes mastery of many skills and concepts that support reading.	Academic Support Program	08/11/2015	05/20/2016	\$3051	Other, State Funds	4th grade teachers

**Measurable Objective 2:**

collaborate to reduce the percentage of students scoring Novice in Math by 1.2% by 05/20/2016 as measured by 2016 K-PREP .

**Strategy 1:**

Improve Individual Mathematics Skills and Application - A variety of research based strategies, programs, and materials will be used to improve individual math skills and application abilities.

Category: Continuous Improvement

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Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI interventionists will work with students falling below the 20th percentile in math in small group or one-on-one using research-based instruction to increase their math skills and applications.	Academic Support Program	10/12/2015	05/20/2016	\$0	No Funding Required	RTI Coordinator, ESS Daytime Waiver teachers, classroom teachers, administration

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC Instructional Specialists will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500	GRECC Race to the Top	GRREC Instructional Specialists, Administrators, Faculty

Activity - Math-Whizz Online Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 2-5 grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	08/11/2015	05/20/2016	\$5750	State Funds, GRECC Race to the Top	2nd-5th grade Math Teachers, Technology Enrichment Teacher

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Teachers from all grade levels participated in GRREC sponsored Conceptual Building Blocks Professional Learning. They received training in one of the following modules: addition, subtraction, multiplication, division, and fractions. Upon completion of the training, teachers shared their learning with colleagues.	Professional Learning	07/21/2015	01/12/2016	\$200	GRECC Race to the Top	Classroom and SE teachers
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Activity - Math Madness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-5 compete in a monthly timed math competition based multiplication and addition facts. Students compete for the greatest accuracy within the designated time limit. Monthly winners from each classroom are spotlighted throughout the year. In March winners will complete to determine an overall winner from primary and intermediate levels.	Academic Support Program	09/01/2015	03/31/2016	\$1000	General Fund	Classroom teachers and Administration

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Title I Part A	Second and Third grade teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Madness	Students in grades 1-5 compete in a monthly timed math competition based multiplication and addition facts. Students compete for the greatest accuracy within the designated time limit. Monthly winners from each classroom are spotlighted throughout the year. In March winners will complete to determine an overall winner from primary and intermediate levels.	Academic Support Program	09/01/2015	03/31/2016	\$1000	Classroom teachers and Administration
easyCBM	Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$400	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers
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	05/20/2016	\$800	4th Grade Science Teacher
easyCBM	Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$400	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers
<b>Total</b>					<b>\$2600</b>	

### GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Technology Rich Instruction	Students are provided multiple opportunities to utilize technology rich, research based instruction through various programs which include: ReadingEggs, ReadingEggspress, MobyMax, StarFall. These technology programs create a unique, individualized education plan for each student allowing advanced students to progress quickly and ensuring that remedial students get the extra instruction they need.	Academic Support Program	08/11/2015	05/20/2016	\$2919	Classroom teachers, RTI interventionists and Enrichment teacher
CCSS and CRA	GRREC Instructional Specialists will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500	GRREC Instructional Specialists, Administrator s, Faculty
Reading and Math Software	Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$11070	Administrators, RTI Interventionist , Classroom Teachers
CCSS and CRA	GRREC Instructional Specialists will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500	GRREC Instructional Specialists, Administrator s, Faculty
Technology Rich Instruction	Students are provided multiple opportunities to utilize technology rich, research based instruction through various programs which include: ReadingEggs, ReadingEggspress, MobyMax, StarFall. These technology programs create a unique, individualized education plan for each student allowing advanced students to progress quickly and ensuring that remedial students get the extra instruction they need.	Academic Support Program	08/11/2015	05/20/2016	\$499	Classroom teachers, RTI interventionists and Enrichment teacher
Conceptual Building Blocks	Teachers from all grade levels participated in GRREC sponsored Conceptual Building Blocks Professional Learning. They received training in one of the following modules: addition, subtraction, multiplication, division, and fractions. Upon completion of the training, teachers shared their learning with colleagues.	Professional Learning	07/21/2015	01/12/2016	\$200	Classroom and SE teachers
Math-Whizz Online Tutor	Students in 2-5 grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	08/11/2015	05/20/2016	\$1340	2nd-5th grade Math Teachers, Technology Enrichment Teacher
<b>Total</b>					<b>\$21028</b>	

**No Funding Required**

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	10/12/2015	05/20/2016	\$0	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
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	10/12/2015	05/20/2016	\$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	08/11/2015	05/20/2016	\$0	Program Review Team Members
Math-Whizz Online Tutor	Students in 2-5 grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	08/11/2015	05/20/2016	\$0	2nd-5th Grade Math Teacher, Technology Enrichment Teacher
RTI	RTI interventionists will work with students falling below the 20th percentile in math in small group or one-on-one using research-based instruction to increase their math skills and applications.	Academic Support Program	10/12/2015	05/20/2016	\$0	RTI Coordinator, ESS Daytime Waiver teachers, classroom teachers, administration
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	08/11/2015	05/20/2016	\$0	All Faculty and Staff
Morning Assembly Connections	Each day of the week, one of the Program Review Components is highlighted, for example: Mechanics Monday (Writing), Taking Care of Business Tuesday (PL/CS), Wellness Wednesday (PL/CS), and Arts and Humanities Thursday	Academic Support Program	08/11/2015	05/20/2016	\$0	Assistant Principal, Counselor

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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	05/20/2016	\$0	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers
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	05/20/2016	\$0	RTI Interventionist
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	08/11/2015	05/20/2016	\$0	P.E. Teacher, Activity Teachers
Jump Start Class	Students identified through the in-house Kindergarten screener are placed in the Jump Start class where Kindergarten Ready skills will be targeted.	Academic Support Program	08/11/2015	05/20/2016	\$0	Administration, Jump Start teacher and assistant
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	10/12/2015	05/20/2016	\$0	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers
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	08/11/2015	05/20/2016	\$0	Homeroom Teachers
Morning Assembly	Students faculty and staff begin their day by meeting in the gym to hear announcements, celebrate student success and to reinforce the 7 Habits.	Behavioral Support Program	08/11/2015	05/20/2016	\$0	All faculty and staff
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	10/12/2015	05/01/2016	\$0	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants
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	12/01/2015	12/18/2015	\$0	All faculty and staff including ESL district staff



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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	12/01/2015	12/18/2015	\$0	All Faculty and Staff, including ESL District Staff
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	08/11/2014	05/20/2016	\$0	All faculty and staff
Annual 5K Run Sponsored by PTO	Students, parents, and community will participated in an annual 5K run/walk on a designated course that will begin and end on school grounds.	Community Engagement	04/25/2015	04/25/2015	\$0	Volunteer Teachers, Principal, Assistant Principal, School Resource Officer
I-Pad	All teachers utilized teacher I-Pads to enhance learning through educational applications.	Technology	08/11/2014	05/20/2016	\$0	All Teachers
Monthly PLC Meetings	During monthly school PLC meetings, PL/CS teachers will collaborate with content area teachers to integrate core academic areas into the PL/CS curriculum.	Professional Learning	01/02/2013	05/17/2013	\$0	PL/CS Teachers, Content Area Teachers, Counselor, Librarian
LAKER PALS	The LAKER PALS program involves high school seniors coming to our school and mentoring students. They offer encouragement, support, and friendship to students who need that extra love and support.	Behavioral Support Program	11/03/2015	05/20/2016	\$0	FRC Coordinator and assistant
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	09/01/2015	05/20/2016	\$0	Classroom Teachers, Leadership Team
<b>Total</b>					<b>\$0</b>	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Simple Solutions in ELA	Simple Solutions ELA promotes mastery of many skills and concepts that support reading.	Academic Support Program	08/11/2015	05/20/2016	\$151	4th grade teachers
Math-Whizz Online Tutor	Students in 2-5 grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	08/11/2015	05/20/2016	\$4410	2nd-5th grade Math Teachers, Technology Enrichment Teacher

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Accelerated Reader	School-wide mid-year and end-of-year goals are set per grade level. In addition, some grade levels set monthly goals within their classrooms. Students are encouraged to select reading material based on their individualized reading level according to their STAR reading results. Students are rewarded when goals are met.	Academic Support Program	08/11/2015	05/20/2016	\$7682	RSES faculty and staff
PRIDE Tickets	Students demonstrating school wide expectations (Proactive, Respectful, Independent, Dedicated, Exceptional) earn a Pride Ticket to be included in a weekly drawing for prizes from the Pride Zone. In addition, after classes earn a predetermined number of tickets, they celebrate the achievement in the classroom.	Behavioral Support Program	08/11/2015	05/20/2016	\$300	RSES faculty and staff
Simple Solutions	Teachers use the Simple Solutions resource workbooks to enhance and reinforce reading basic skills.	Academic Support Program	09/01/2015	05/20/2016	\$151	Classroom teachers
<b>Total</b>					<b>\$12694</b>	

### Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	05/20/2016	\$100	Faculty and Staff, EL and Migrant Staff
<b>Total</b>					<b>\$100</b>	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Watch D.O.G.S Program	Fathers, stepfathers, grandfathers and uncles are asked to spend at least one day at their student's school volunteering. They will support the school through: monitoring the school property, working in small groups, reading, using flashcards, helping with homework, refereeing games, listening ears, or whatever else needs to be done to PLANT SEEDS OF SUCCESS in the lives of the students.	Parent Involvement	10/12/2015	05/20/2016	\$400	FRC Coordinator and assistant
<b>Total</b>					<b>\$400</b>	

### IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Visualizing and Verbalizing	Visualizing and Verbalizing is a research based program written by Linda Mood Bell to promote comprehension skills.	Academic Support Program	08/11/2015	05/20/2016	\$2780	SE teachers
Check In/ Check Out	A designated faculty member is assigned to check in each morning and check out each afternoon with students demonstrating a large number of behavior incidents. Students are reminded each morning of the school wide expectations, teachers rate the student's behavior throughout the day, and their performance is reviewed each afternoon.	Behavioral Support Program	10/12/2015	05/20/2016	\$275	RSES faculty and staff
<b>Total</b>					<b>\$3055</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Fun Glow Run/Walk	Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Faculty, Staff, Administrators
Release Time	Release time will be given to each special education teacher so that they can meet with the principal to analyze the specially designed instruction for each of their students.	Professional Learning	01/06/2014	01/17/2014	\$75	Principal, Special Education Teachers
Family Fun Glow Run/Walk	Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Faculty, staff and administrators
Family Fun Glow Run/Walk	Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200	Faculty, staff and administrators
Simple Solutions in ELA	Simple Solutions ELA promotes mastery of many skills and concepts that support reading.	Academic Support Program	08/11/2015	05/20/2016	\$2900	4th grade teachers
Attendance Leader Boards	Daily attendance percentage by grade-level will be tracked and displayed on attendance board in foyer.	Behavioral Support Program	08/11/2015	05/20/2016	\$250	Administration and Office Personnel
Simple Solutions	Teachers use the Simple Solutions resource workbooks to enhance and reinforce reading basic skills.	Academic Support Program	09/01/2015	05/20/2016	\$2900	Classroom teachers
Fall Festival	Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Faculty, staff and administrators

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Coaching Groups	Students meet with their coaches once monthly in groups of 8-10 in a round table type open discussion to address student's concerns and needs. Coaches use this time to provide encouragement and promote student effort in all aspects of the school environment.	Behavioral Support Program	08/11/2015	05/20/2016	\$500	Assigned teachers and assistance, FRC, custodians, nurse, secretary, principal, assistant principals and counselor
9 week PBIS School-wide Reward	Students who demonstrate positive behavior with no office referrals or no more than 2 minor infractions are rewarded with a predetermined school-wide reward.	Behavioral Support Program	08/11/2015	05/20/2016	\$3000	RSES faculty and staff
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	01/04/2016	05/20/2016	\$300	Administration and Office Personnel
Fall Festival	Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900	Faculty, staff and administrators
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
<b>Total</b>					<b>\$12825</b>	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Screening	Students will be screened with an in-house screener designed to identify skills needed to be considered "Kindergarten Ready". Students scoring below a predetermined cut score will be provided with materials to strengthen areas of need. After one month, those students will be re-screened to determine if improvements have been achieved. This data will be used to identify students for placement in the Jump Start class where Kindergarten Ready skills will be focused on throughout the year.	Recruitment and Retention	03/16/2015	05/20/2016	\$0	Kindergarten teachers, Counselor, Administration

## KDE Comprehensive School Improvement Plan

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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	08/11/2015	05/20/2016	\$9000	All faculty and staff
<b>Total</b>					\$9000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	10/12/2015	05/20/2016	\$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	10/12/2015	05/20/2016	\$2804	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers
<b>Total</b>					\$5608	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	03/10/2016	03/10/2016	\$3500	All Faculty and Staff

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/12/2015	05/20/2016	\$20850	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers
easyCBM	Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$1700	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	10/12/2015	05/20/2016	\$2804	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers
Math facts flashcards	Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Second and Third grade teachers

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/01/2015	05/20/2016	\$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	03/10/2016	03/10/2016	\$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	10/12/2015	05/20/2016	\$2804	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers
Math facts flashcards	Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Second and Third grade teachers
RTI	RTI interventionists will work with students falling below the 20th percentile in reading in small group or one-on-one using research-based instruction to increase their reading ability to answer grade level comprehension questions.	Academic Support Program	10/12/2015	05/20/2016	\$20850	RTI Coordinator, ESS Daytime Waiver teachers, classroom teachers, administration
easyCBM	Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$1700	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

Math facts flashcards	Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000	Second and Third grade teachers
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	08/11/2015	05/20/2016	\$15000	All Regular Classroom Teachers and Special Education Teachers; Elementary Curriculum Coordinator
<b>Total</b>					<b>\$96487</b>	



# **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?

Where is RSES in relation to the district/state?

How do we communicate with our stake holders?

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 66.2 to 68.4, a gain of 2.2 points and the increase of classification to Proficient/Progressing. Additionally, our students showed growth in math, social studies and writing. Overall, our females have a smaller percentage of novice vs. males, but the males have a higher percent of distinguished than females. 40.9% of students with disabilities scored at the novice level. This group needs to be an area of focus as they had the highest percentages of Novice in math and reading.

What content areas are strengths/weaknesses?

Our content areas of strength are social studies, writing and language mechanics. In social studies with 63.7%, we outperformed the state average by 3.1 percentage points. Our writing score of 68.1% was 24.3 percentage points ahead of the state average. In addition, our language mechanics score 68.6% was 9 percentage points above the state average. Our reading and math scores are slightly behind state averages. We must increase our reading by 1.3 percentage points and our math by 5.7 percentage points to match state averages in these content areas.

What programs/strategies are effective?

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, Reading Eggspress, Math Whizz, Gizmos, Study Island, Moby Max, EasyCBM probes, Accelerated Reader, and Go Math are continuing to be used in the classrooms. Newly purchased technology programs include Simple Solutions for science in grades 2-4, Simple Solutions for ELA in 4th grade. We are continuing school grade-level PLCs monthly. With our school being a third-year Leader in Me school and the recent implementation of PBIS, our school climate continues to improve with a significant decrease in office referrals. Through PBIS, students have the opportunity to earn PRIDE tickets for meeting our school-wide expectations by being Proactive, Respectful, Independent, Dedicated and/or Exceptional. Students earning these tickets have an opportunity to receive weekly rewards from the Pride Zone during our weekly drawing during morning assembly. Our school-wide discipline policy, quarterly rewards, 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?

RSES was the highest performing elementary school in the district based upon 2014-15 K-PREP scores! Our students are excelling greatly in writing, as they scored 16.1 percentage points above the district and 24.3 percentage points above the state. In language mechanics, our students scored 2.6 percentage points above the district and 9.0 percentage points above the state. Although our performance in social studies is comparable to the state and district, we trail the district slightly by 1.5 percentage points and exceed the state by 3.1 percentage points. In reading, RSES students scoring Proficient/Distinguished are slightly trailing the district and state by 1.4 and 1.3 percentage points respectively. In math, we are behind the district by 4.2 percentage points and the state by 5.7 percentage points.

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?**

RSES has met its annual measurable objective. Our overall K-PREP school score increased from 66.2 to 68.4, a gain of 2.2 points and the increase of classification to Proficient/Progressing. Additionally, our students showed growth in math, social studies and writing. Our content areas of strength are social studies, writing and language mechanics. In social studies with 63.7%, we out performed the state average by 3.1 percentage points. Our writing score of 68.1% was 24.3 percentage points ahead of the state average. In addition, our language mechanics score 68.6% was 9 percentage points above the state average.

## **Opportunities for Improvement**

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

With math and reading falling behind in comparison with the district and state averages, this is an area of improvement. We must increase our reading score by 1.4 and math scores by 4.2 percentage points to match district averages, and we must increase our reading by 1.3 percentage points and our math by 5.7 percentage points to match state averages in these content areas. In an effort to meet these improvements, our school has a strong RTI plan in place designed to focus on our overall math and reading improvements. We are continuing to use 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. 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. In addition, we are using GRREC Math Instructional Specialists who meet with our K-5 math teachers periodically to refine instructional practices. We also have grade level teachers who participate in the math Conceptual Building Blocks training and share activities and strategies for meeting grade-level math standards in our school-level PLCs. To address reading needs, we have a full-time interventionist, who is assisted by one highly qualified retired teacher and two highly qualified teachers. They meet with students in small groups and work with them to strengthen areas of need. To address both reading and math needs, multiple technology rich programs such as Reading Horizons, Reading Eggs, Reading Eggspress, Math Whizz, Study Island, Moby Max, Accelerated Reader, and Go Math are being utilized by interventionists and classroom teachers.

## **Conclusion**

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

Third, fourth and fifth grades are using data boards to give 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. In addition, students in these grade levels are meeting with the principal to discuss their 2014-15 K-PREP scores and set goals for their 2015-16 K-PREP performance.

# **KDE Compliance and Accountability - 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 TELLKY 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 91.8% to 95.0% per the Composite Rate of Agreement on the 2016-2017 TELL Survey.

**Measurable Objective 1:**

demonstrate a proficiency by 80% of students achieving increased performance levels in 4 out of 5 fitness components by 05/02/2016 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 - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200 - Other	Faculty, Staff, Administrators

Activity - Walking/Running	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of each P.E. class, students will be expected to walk/run a required number of laps based on recommendations of teacher to get them to the desired performance level.	Other	08/11/2015	05/20/2016	\$0 - No Funding Required	P.E. Teacher, Activity Teachers

Activity - Annual 5K Run Sponsored by PTO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, parents, and community will participated in an annual 5K run/walk on a designated course that will begin and end on school grounds.	Community Engagement	04/25/2015	04/25/2015	\$0 - No Funding Required	Volunteer Teachers, Principal, Assistant Principal, School Resource Officer

**Measurable Objective 2:**

collaborate to decrease the number of office referrals for unacceptable behavior by 25% by 05/20/2016 as measured by reports in Infinite

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Campus.

## Strategy1:

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 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

Research Cited:

Activity - Coach Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with their coaches once every three weeks in groups of 8-10 in a round-table type open discussion to address students' concerns and needs. Coaches use this time to provide encouragement and promote student effort in all aspect of the school environment.	Behavioral Support Program	08/29/2014	05/08/2015	\$500 - Other	Assigned Teachers and Assistants, Family Resource, Custodians, Nurses, Secretaries, Principal, Assistant Principal, Counselor

## Strategy2:

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

Research Cited:

Activity - Student-Led Community Engagements	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2015	05/20/2016	\$0 - No Funding Required	All Faculty and Staff

Activity - Morning Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students faculty and staff begin their day by meeting in the gym to hear announcements, celebrate student success and to reinforce the 7 Habits.	Behavioral Support Program	08/11/2015	05/20/2016	\$0 - No Funding Required	All faculty and staff

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn Stephen Covey's 7 Habits through Morning Assembly activities, classroom activities, and by participating in leadership roles throughout the school.	Behavioral Support Program	08/11/2015	05/20/2016	\$9000 - Race to the Top	All faculty and staff

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

## Strategy3:

PBIS - Student behavior will be guided by our school-wide discipline plan and policy which includes rules, procedures, and expectations.

Category: Management Systems

Research Cited:

Activity - 9 week PBIS School-wide Reward	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who demonstrate positive behavior with no office referrals or no more than 2 minor infractions are rewarded with a predetermined school-wide reward.	Behavioral Support Program	08/11/2015	05/20/2016	\$3000 - Other	RSES faculty and staff

Activity - PRIDE Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students demonstrating school wide expectations (Proactive, Respectful, Independent, Dedicated, Exceptional) earn a Pride Ticket to be included in a weekly drawing for prizes from the Pride Zone. In addition, after classes earn a predetermined number of tickets, they celebrate the achievement in the classroom.	Behavioral Support Program	08/11/2015	05/20/2016	\$300 - State Funds	RSES faculty and staff

Activity - Check In/ Check Out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A designated faculty member is assigned to check in each morning and check out each afternoon with students demonstrating a large number of behavior incidents. Students are reminded each morning of the school wide expectations, teachers rate the student's behavior throughout the day, and their performance is reviewed each afternoon.	Behavioral Support Program	10/12/2015	05/20/2016	\$275 - IDEA	RSES faculty and staff

Activity - Morning Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, faculty, and staff begin their day by meeting in the gym to hear announcements, to celebrate student successes, and to reinforce the 7 Habits.	Behavioral Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	All faculty and staff

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:

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

collaborate to increase the overall reading and math for Russell Springs Elementary School from 48.0 to 55.8 by 05/20/2016 as measured by K-Prep.

## Strategy1:

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

Research Cited:

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$400 - General Fund \$1700 - Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$2804 - Title I Part A \$2804 - District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/01/2015	05/20/2016	\$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	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

## Strategy2:

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

Research Cited:

Activity - Monthly Grade-Level Attendance Winners	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/04/2016	05/20/2016	\$300 - Other	Administration and Office Personnel

Activity - At-Ten-Dance	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2015	05/20/2016	\$0 - No Funding Required	Homeroom Teachers

Activity - Attendance Leader Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily attendance percentage by grade-level will be tracked and displayed on attendance board in foyer.	Behavioral Support Program	08/11/2015	05/20/2016	\$250 - Other	Administration and Office Personnel

## Strategy3:

Literacy Enriched Instruction - Teachers will use research based instructional materials designed to strengthen and support basic reading skills.

Category: Continuous Improvement

Research Cited:

Activity - Simple Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use the Simple Solutions resource workbooks to enhance and reinforce reading basic skills.	Academic Support Program	09/01/2015	05/20/2016	\$2900 - Other \$151 - State Funds	Classroom teachers

## Strategy4:

Common Assessments in All Grade Levels - K-5 teachers will administer district common assessments three times yearly. The results of this

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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

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught during the year.	Academic Support Program	08/11/2015	05/20/2016	\$15000 - Title I Part A	All Regular Classroom Teachers and Special Education Teachers; Elementary Curriculum Coordinator

## Strategy5:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Gizmos in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students engage in an online simulation of science labs where they interact to change variables and predict outcomes.	Technology	09/27/2013	05/20/2016	\$800 - General Fund	4th Grade Science Teacher

Activity - Math-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 2-5 grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	08/11/2015	05/20/2016	\$0 - No Funding Required	2nd-5th Grade Math Teacher, Technology Enrichment Teacher

Activity - I-Pad	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers utilized teacher I-Pads to enhance learning through educational applications.	Technology	08/11/2014	05/20/2016	\$0 - No Funding Required	All Teachers

## Strategy6:

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

Research Cited:

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GRREC Instructional Specialists will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500 - GRECC Race to the Top	GRREC Instructional Specialists, Administrators, Faculty

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## Strategy7:

Mentoring - Small groups of students will be paired with a mentor to provide encouragement and support throughout the year.

Category: Other - Student Support

Research Cited:

Activity - LAKER PALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LAKER PALS program involves high school seniors coming to our school and mentoring students. They offer encouragement, support, and friendship to students who need that extra love and support.	Behavioral Support Program	11/03/2015	05/20/2016	\$0 - No Funding Required	FRC Coordinator and assistant

Activity - Coaching Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with their coaches once monthly in groups of 8-10 in a round table type open discussion to address student's concerns and needs. Coaches use this time to provide encouragement and promote student effort in all aspects of the school environment.	Behavioral Support Program	08/11/2015	05/20/2016	\$500 - Other	Assigned teachers and assistance, FRC, custodians, nurse, secretary, principal, assistant principals and counselor

## Strategy8:

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

Research Cited:

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

Activity - Fall Festival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900 - Other	Faculty, staff and administrators

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200 - Other	Faculty, staff and administrators



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Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	12/01/2015	12/18/2015	\$0 - No Funding Required	All Faculty and Staff, including ESL District Staff

Activity - Watch D.O.G.S Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fathers, stepfathers, grandfathers and uncles are asked to spend at least one day at their student's school volunteering. They will support the school through: monitoring the school property, working in small groups, reading, using flashcards, helping with homework, refereeing games, listening ears, or whatever else needs to be done to PLANT SEEDS OF SUCCESS in the lives of the students.	Parent Involvement	10/12/2015	05/20/2016	\$400 - FRYSC	FRC Coordinator and assistant

Activity - Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	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	03/10/2016	03/10/2016	\$3500 - Title I Part A	All Faculty and Staff

## 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 05/20/2016 as measured by Stanford 10.

## Strategy1:

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

Research Cited:

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

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Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200 - Other	Faculty, staff and administrators

Activity - Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	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	03/10/2016	03/10/2016	\$3500 - Title I Part A	All Faculty and Staff

Activity - Watch D.O.G.S Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fathers, stepfathers, grandfathers and uncles are asked to spend at least one day at their student's school volunteering. They will support the school through: monitoring the school property, working in small groups, reading, using flashcards, helping with homework, refereeing games, listening ears, or whatever else needs to be done to PLANT SEEDS OF SUCCESS in the lives of the students.	Parent Involvement	10/12/2015	05/20/2016	\$400 - FRYSC	FRC Coordinator and assistant

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	12/01/2015	12/18/2015	\$0 - No Funding Required	All Faculty and Staff, including ESL District Staff

Activity - Fall Festival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900 - Other	Faculty, staff and administrators

### Strategy2:

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

Research Cited:

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/01/2015	05/20/2016	\$20850 - Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$400 - General Fund \$1700 - Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$2804 - District Funding \$2804 - Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

### Strategy3:

Kindergarten Ready - Develop strategies to help students strengthen Kindergarten Ready skills.

Category: Early Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

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Activity - Jump Start Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified through the in-house Kindergarten screener are placed in the Jump Start class where Kindergarten Ready skills will be targeted.	Academic Support Program	08/11/2015	05/20/2016	\$0 - No Funding Required	Administration, Jump Start teacher and assistant

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be screened with an in-house screener designed to identify skills needed to be considered "Kindergarten Ready". Students scoring below a predetermined cut score will be provided with materials to strengthen areas of need. After one month, those students will be re-screened to determine if improvements have been achieved. This data will be used to identify students for placement in the Jump Start class where Kindergarten Ready skills will be focused on throughout the year.	Recruitment and Retention	03/16/2015	05/20/2016	\$0 - Race to the Top	Kindergarten teachers, Counselor, Administration

## Strategy4:

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

Research Cited:

Activity - Webinars	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GRREC Instructional Specialists will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500 - GRECC Race to the Top	GRREC Instructional Specialists, Administrators, Faculty

All children were screened for kindergarten readiness. If yes, name the assessment.

## 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 05/20/2016 as measured by Stanford 10.

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## Strategy1:

Kindergarten Ready - Develop strategies to help students strengthen Kindergarten Ready skills.

Category: Early Learning

Research Cited:

Activity - Jump Start Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified through the in-house Kindergarten screener are placed in the Jump Start class where Kindergarten Ready skills will be targeted.	Academic Support Program	08/11/2015	05/20/2016	\$0 - No Funding Required	Administration, Jump Start teacher and assistant

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be screened with an in-house screener designed to identify skills needed to be considered "Kindergarten Ready". Students scoring below a predetermined cut score will be provided with materials to strengthen areas of need. After one month, those students will be re-screened to determine if improvements have been achieved. This data will be used to identify students for placement in the Jump Start class where Kindergarten Ready skills will be focused on throughout the year.	Recruitment and Retention	03/16/2015	05/20/2016	\$0 - Race to the Top	Kindergarten teachers, Counselor, Administration

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 05/20/2016 as measured by Stanford 10.

## Strategy1:

Kindergarten Ready - Develop strategies to help students strengthen Kindergarten Ready skills.

Category: Early Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Jump Start Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified through the in-house Kindergarten screener are placed in the Jump Start class where Kindergarten Ready skills will be targeted.	Academic Support Program	08/11/2015	05/20/2016	\$0 - No Funding Required	Administration, Jump Start teacher and assistant

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be screened with an in-house screener designed to identify skills needed to be considered "Kindergarten Ready". Students scoring below a predetermined cut score will be provided with materials to strengthen areas of need. After one month, those students will be re-screened to determine if improvements have been achieved. This data will be used to identify students for placement in the Jump Start class where Kindergarten Ready skills will be focused on throughout the year.	Recruitment and Retention	03/16/2015	05/20/2016	\$0 - Race to the Top	Kindergarten teachers, Counselor, Administration

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 48.0 to 55.8 by 05/20/2016 as measured by K-Prep.

**Strategy1:**

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

Research Cited:

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

**Strategy2:**

Structured System of Benchmarking - Teachers can use standardized assessments to evaluate the degree to which students have mastered  
SY 2015-2016

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standards in both their classrooms and as compared to other grade-level classrooms based on state and national norms.

Category: Continuous Improvement

Research Cited:

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$2804 - Title I Part A \$2804 - District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/01/2015	05/20/2016	\$20850 - Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

### Strategy3:

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

Category: Integrated Methods for Learning

Research Cited:

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Activity - Math-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 2-5 grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	08/11/2015	05/20/2016	\$0 - No Funding Required	2nd-5th Grade Math Teacher, Technology Enrichment Teacher

## Strategy4:

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

Research Cited:

Activity - Instructional Practice Refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GRREC Instructional Specialists will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500 - GRECC Race to the Top	GRREC Instructional Specialists, Administrators, Faculty

## Goal 2:

Russell Springs Elementary School will reduce the overall combined reading and math Novice 10% by May 2016

## Measurable Objective 1:

collaborate to reduce the percentage of students scoring Novice in Math by 1.2% by 05/20/2016 as measured by 2016 K-PREP .

## Strategy1:

Improve Individual Mathematics Skills and Application - A variety of research based strategies, programs, and materials will be used to improve individual math skills and application abilities.

Category: Continuous Improvement

Research Cited:



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Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GRREC Instructional Specialists will meet with Primary Math teachers to offer support and resources for CCSS and CRA.	Professional Learning	01/29/2016	01/29/2016	\$2500 - GRECC Race to the Top	GRREC Instructional Specialists, Administrators, Faculty

Activity - Math Madness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 1-5 compete in a monthly timed math competition based multiplication and addition facts. Students compete for the greatest accuracy within the designated time limit. Monthly winners from each classroom are spotlighted throughout the year. In March winners will complete to determine an overall winner from primary and intermediate levels.	Academic Support Program	09/01/2015	03/31/2016	\$1000 - General Fund	Classroom teachers and Administration

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI interventionists will work with students falling below the 20th percentile in math in small group or one-on-one using research-based instruction to increase their math skills and applications.	Academic Support Program	10/12/2015	05/20/2016	\$0 - No Funding Required	RTI Coordinator, ESS Daytime Waiver teachers, classroom teachers, administration

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from all grade levels participated in GRREC sponsored Conceptual Building Blocks Professional Learning. They received training in one of the following modules: addition, subtraction, multiplication, division, and fractions. Upon completion of the training, teachers shared their learning with colleagues.	Professional Learning	07/21/2015	01/12/2016	\$200 - GRECC Race to the Top	Classroom and SE teachers

Activity - Math-Whizz Online Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 2-5 grades use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student's unique needs.	Technology	08/11/2015	05/20/2016	\$1340 - GRECC Race to the Top \$4410 - State Funds	2nd-5th grade Math Teachers, Technology Enrichment Teacher

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

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The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

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

## Measurable Objective 1:

collaborate to increase proficiency in reading for males in 3rd-5th grades by 05/20/2016 as measured by 2015-2016 K-PREP.

## Strategy1:

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

Research Cited:

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$1700 - Title I Part A \$400 - General Fund	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$2804 - Title I Part A \$2804 - District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/12/2015	05/20/2016	\$20850 - Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

## Strategy2:

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

Research Cited:

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	12/01/2015	12/18/2015	\$0 - No Funding Required	All faculty and staff including ESL district staff

Activity - Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	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	03/10/2016	03/10/2016	\$3429 - Title I Part A	All faculty and staff

Activity - Fall Festival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900 - Other	Faculty, staff and administrators

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200 - Other	Faculty, staff and administrators

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	05/20/2016	\$100 - Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

**Strategy3:**

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	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	10/13/2014	05/20/2016	\$0 - No Funding Required	RTI Interventionist

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/13/2014	05/20/2016	\$0 - No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers

**Strategy4:**

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

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/12/2015	05/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

Activity - Reading and Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$11070 - GRECC Race to the Top	Administrators, RTI Interventionist, Classroom Teachers

Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Principal

Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Leadership Team

## Measurable Objective 2:

collaborate to increase proficiency in math and reading among students qualifying for free and reduced lunch by 05/20/2016 as measured by K-Prep.

## Strategy1:

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

Research Cited:

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	12/01/2015	12/18/2015	\$0 - No Funding Required	All faculty and staff including ESL district staff

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	05/20/2016	\$100 - Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200 - Other	Faculty, staff and administrators

Activity - Fall Festival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900 - Other	Faculty, staff and administrators

Activity - Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	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	03/10/2016	03/10/2016	\$3429 - Title I Part A	All faculty and staff

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

## Strategy2:

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

Research Cited:

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/12/2015	05/20/2016	\$20850 - Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$2804 - District Funding \$2804 - Title I Part A	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$1700 - Title I Part A \$400 - General Fund	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

### Measurable Objective 3:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.1 to 50.1 by 05/20/2016 as measured by 2015-2016 K-PREP.

### Strategy1:

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.

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	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. We have a full-time RTI interventionist funded through Title I who is assisted by one highly qualified retired teacher and two highly qualified teachers who are being funded by an ESS daytime waiver. Title I is funding an additional highly qualified retired teacher four times per week to provide additional reading interventions. These teachers are being used to work with 1st -3rd grade math students who fall below the 20th percentile. To address literacy skills, one 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.	Academic Support Program	10/12/2015	05/20/2016	\$20850 - Title I Part A	Classroom Teachers, RTI Interventionist, Assistants, ESS Daytime Waiver Teachers

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Assistants, RTI Interventionist, ESS Daytime Waiver Teachers

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, 1st, and 2nd grade students will be assessed in math and reading for fall, winter, and spring benchmarks.	Academic Support Program	10/12/2015	05/20/2016	\$1700 - Title I Part A \$400 - General Fund	RTI Interventionist, Assistants, ESS Daytime Waiver Teacher, K-2 Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$2804 - Title I Part A \$2804 - District Funding	RTI Interventionist, Assistants, ESS Daytime Waiver Teachers, Classroom Teachers

## 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.



# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Category:

Research Cited:

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/13/2014	05/20/2016	\$0 - No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/13/2014	05/20/2016	\$0 - No Funding Required	RTI Interventionist

### Strategy3:

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

Research Cited:

Activity - Fall Festival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900 - Other	Faculty, staff and administrators

Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	05/20/2016	\$100 - Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	12/01/2015	12/18/2015	\$0 - No Funding Required	All faculty and staff including ESL district staff

Activity - Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	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	03/10/2016	03/10/2016	\$3429 - Title I Part A	All faculty and staff

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200 - Other	Faculty, staff and administrators

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

#### Strategy4:

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

Category:

Research Cited:

Activity - Reading and Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$11070 - GRECC Race to the Top	Administrators, RTI Interventionist, Classroom Teachers

Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Leadership Team

Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Principal

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/12/2015	05/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

## Measurable Objective 4:

collaborate to increase proficiency in math and reading among students with disabilities by 05/20/2016 as measured by 2015-2016 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 - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/12/2015	05/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Leadership Team

Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Principal

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Principal's High-Five Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will meet in small groups with male students who have been identified as the lowest-achieving students in Grades 3-5 to offer encouragement, to lend support, and to celebrate successes.	Academic Support Program	01/05/2015	05/01/2015	\$0 - No Funding Required	Principal

Activity - Reading and Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$11070 - GRECC Race to the Top	Administrators, RTI Interventionist, Classroom Teachers

## 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	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	10/13/2014	05/20/2016	\$0 - No Funding Required	RTI Interventionist

Activity - Discovery Education Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Assessment data is provided to all parents. The communication clearly shows parents where their student falls in relation to the target for that grade level.	Parent Involvement	10/13/2014	05/20/2016	\$0 - No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers

## Strategy3:

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

Research Cited:

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Fall Festival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900 - Other	Faculty, staff and administrators

Activity - Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	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	03/10/2016	03/10/2016	\$3429 - Title I Part A	All faculty and staff

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	12/01/2015	12/18/2015	\$0 - No Funding Required	All faculty and staff including ESL district staff

Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	05/20/2016	\$100 - Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200 - Other	Faculty, staff and administrators

## Strategy4:

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

Category:

Research Cited:

Activity - Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Release time will be given to each special education teacher so that they can meet with the principal to analyze the specially designed instruction for each of their students.	Professional Learning	01/06/2014	01/17/2014	\$75 - Other	Principal, Special Education Teachers

## Measurable Objective 5:

collaborate to increase proficiency in math and reading among students qualifying for free and reduced lunch by 05/20/2016 as measured by SY 2015-2016

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

2015-2016 K-PREP.

**Strategy1:**

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

Research Cited:

Activity - EL and Migrant Staff Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	05/20/2016	\$100 - Title I Part C	Faculty and Staff, EL and Migrant Staff

Activity - Student Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	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	03/10/2016	03/10/2016	\$3429 - Title I Part A	All faculty and staff

Activity - Family Fun Glow Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families were encouraged to participate in the Family Fun Glow Run/Walk along 1 mile designated course on school grounds. Participants wore glow necklaces and teachers were strategically placed around the course with flashlights to light the way.	Parent Involvement	11/02/2015	11/02/2015	\$200 - Other	Faculty, staff and administrators

Activity - Math facts flashcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade students were provided with addition/subtraction and multiplication/division flashcards to be used at home to help students strengthen math skills. Flashcards were distributed during parent teacher conferences.	Parent Involvement	12/01/2015	12/18/2015	\$1000 - Title I Part A	Second and Third grade teachers

Activity - Fall Festival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents are invited to participate and enjoy various activities and games.	Parent Involvement	11/02/2015	11/02/2015	\$900 - Other	Faculty, staff and administrators

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	12/01/2015	12/18/2015	\$0 - No Funding Required	All faculty and staff including ESL district 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	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	10/13/2014	05/20/2016	\$0 - No Funding Required	RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers

Activity - Tier 2 and Tier 3 Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Written communication is distributed to all parents if their child is receiving Tier 2 or Tier 3 interventions.	Parent Involvement	10/13/2014	05/20/2016	\$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 - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 3-5 who are identified as non-proficient are utilizing data boards which provide them with a visual of their individual goals needed to reach proficiency in reading and math. Each student has a starting pinpoint based on their fall benchmark scores and will be able to take ownership and track their growth throughout the year.	Academic Support Program	10/12/2015	05/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, RTI Interventionist, ESS Daytime Waiver Teacher, Classroom Teachers, Assistants

Activity - Principal-Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/12/2015	05/20/2016	\$0 - No Funding Required	Principal

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Activity - Leadership/Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be responsible for setting and tracking academic and personal goals in their individual leadership notebook. These notebooks will be created and maintained by the student whereas they will take ownership of their goal to reach proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Leadership Team

Activity - Reading and Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional reading and math software will provide interventions for students who are below proficiency.	Academic Support Program	09/01/2015	05/20/2016	\$11070 - GRECC Race to the Top	Administrators, RTI Interventionist, Classroom Teachers

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

**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 of continued growth in Writing, Practical Living, and Arts and Humanities by 05/20/2016 as measured by 2015-2016 Program Reviews.

**Strategy1:**

Program Review Team Meetings and Professional Learning - 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

Research Cited:



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Activity - Morning Assembly Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day of the week, one of the Program Review Components is highlighted, for example: Mechanics Monday (Writing), Taking Care of Business Tuesday (PL/CS), Wellness Wednesday (PL/CS), and Arts and Humanities Thursday	Academic Support Program	08/11/2015	05/20/2016	\$0 - No Funding Required	Assistant Principal, Counselor

Activity - Writing Workshop - Primary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three teachers will represent our primary program at the writing workshop offered by KDE in February.	Professional Learning	02/12/2015	02/12/2015	\$1000 - Title I Part A	Jennifer Stephen, Johnna Bolin, Chasity Redmon

Activity - Embedded Planning Days	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2015	05/20/2016	\$0 - No Funding Required	Program Review Team Members

## Measurable Objective 2:

demonstrate a proficiency in an area of needed improvement in Writing, PL/CS, and A/H by 05/17/2013 as measured by 2012-2013 Program Review.

## Strategy1:

Integration of Curriculum - PL/CS teachers will collaborate with academic teachers to integrate core academic areas in the PL/CS curriculum.

Category:

Research Cited:

Activity - Monthly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly school PLC meetings, PL/CS teachers will collaborate with content area teachers to integrate core academic areas into the PL/CS curriculum.	Professional Learning	01/02/2013	05/17/2013	\$0 - No Funding Required	PL/CS Teachers, Content Area Teachers, Counselor, Librarian

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# KDE Comprehensive School Improvement Plan

Russell Springs Elementary School

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

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

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

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

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

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

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

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		

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

**KDE Comprehensive School Improvement Plan**

Russell Springs Elementary School

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

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



# **The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## Stakeholders

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

Ashley White, Parent, Grider Insurance Agency

Moochie Hart, Cumberland Family Medical

Eric Gilbert, Parent, Pastor of Three Trees Church

Anita Tucker, Regional Executive Director for Monticello Banking

Derek Aaron, Editor of Times Journal

Adam Stille, Parent, Edward Jones

Riann Hood, Operator of Little Sprouts Daycare

Barbara Hadley, Little Peoples Playhouse Daycare

Eric Selby, Russell Springs Mayor

Tracy Antle, Cumberland Family Medical

Janelle Miller, Family Resource Center

Gordon Lester, Family Resource Center

## Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	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
2.2	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
2.3	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
2.4	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
2.5	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
2.6	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
2.7	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

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	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
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

	Statement or Question	Response	Rating
3.4	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
3.5	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
3.6	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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	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

Overall Rating: 2.0

	Statement or Question	Response	Rating
4.1	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
4.2	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
4.3	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
4.4	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
4.5	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
4.6	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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	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
5.2	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
5.3	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
5.4	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
5.5	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
5.6	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

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - 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 as 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.	School provides open house and family nights for some parents to learn about: • 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
6.2	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
6.4	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.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

	Statement or Question	Response	Rating
6.6	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

Overall Rating: 2.17

	Statement or Question	Response	Rating
7.1	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
7.2	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
7.3	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
7.4	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
7.5	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
7.6	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.**

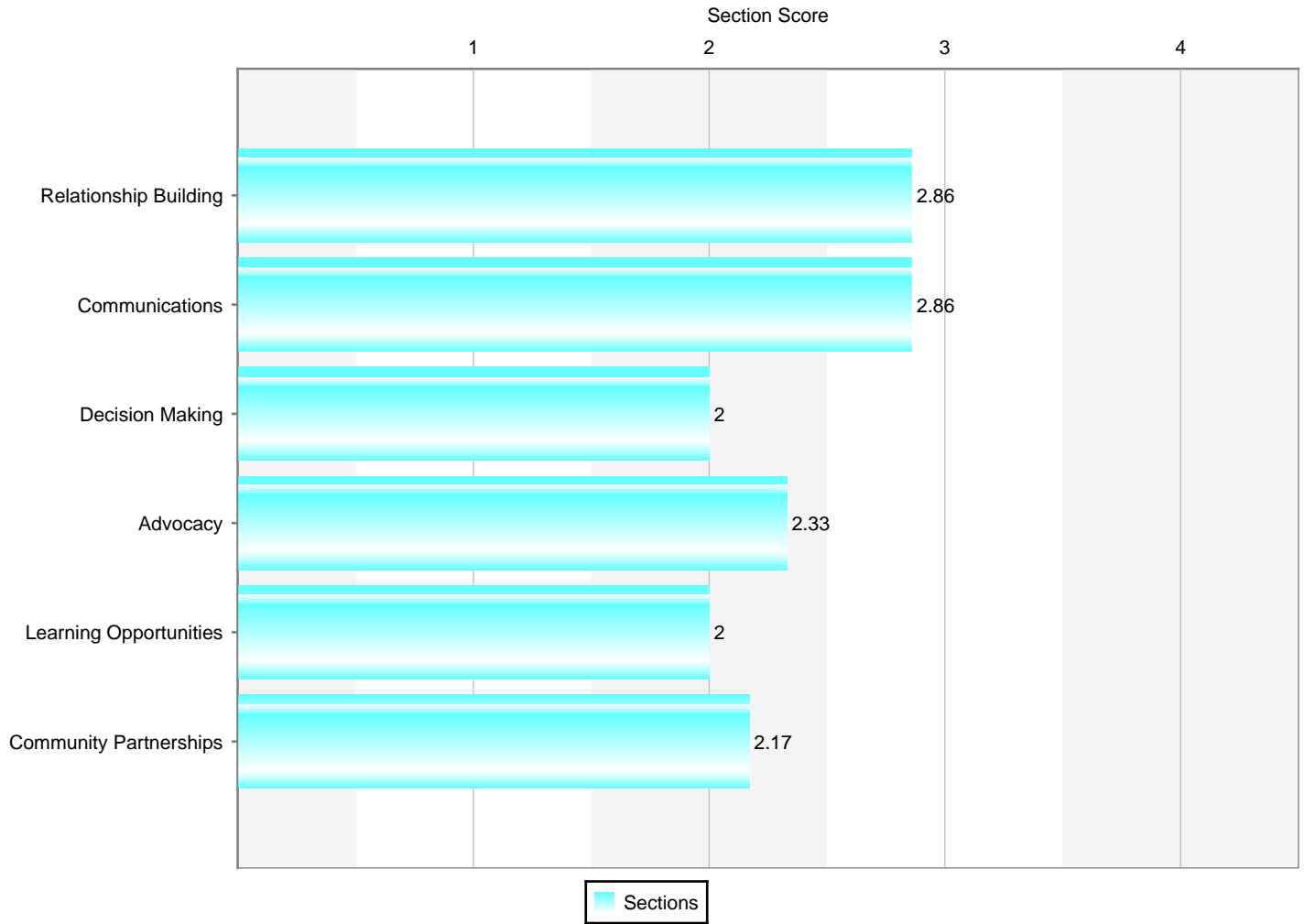
Areas of strength: parent/teacher communication through parent/teacher conferences, weekly progress reports in primary, every three week progress reports in intermediate, ESL teachers assist with overcoming language barriers between parents and school, school sends home monthly newsletters to inform 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 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.**

Ashley White, Parent, Grider Insurance Agency  
Moochie Hart, Cumberland Family Medical  
Eric Gilbert, Parent, Pastor of Three Trees Church  
Anita Tucker, Regional Executive Director for Monticello Banking  
Derek Aaron, Editor of Times Journal  
Adam Stille, Parent, Edward Jones  
Riann Hood, Operator of Little Sprouts Daycare  
Barbara Hadley, Little Peoples Playhouse Daycare  
Eric Selby, Russell Springs Mayor  
Tracy Antle, Cumberland Family Medical  
Janelle Miller, Family Resource Center  
Gordon Lester, Family Resource Cente

**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



# **School Safety Report**

## **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	9/29/14	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9/28/15	

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	9/29/15	

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	8/04/15	

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
8.	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
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	10/02/15	

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

Label	Assurance	Response	Comment	Attachment
11.	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
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire drills 8/12/15 8/21/15 Earthquake 8/21/15 Severe weather 8/21/15 Lockdown 9/15/15	

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

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

Staffing Barriers

Teacher Retirement

Relocation of teachers

Large number of Non-Tenured or new Staff

No School Policy on Equitable Access

Student Barriers

Low SES status of many families

Many students entering Kindergarten identified as "Not Ready for Kindergarten" based upon Brigance Screener

Many students are being raised by grandparents or other family members

Recent closing of Fruit of the Loom

Many parents with limited English proficiency

**What sources of data were used to determine the barriers?**

90% F/R Lunch Status

Brigance Screener

School Data Entry Forms

ESL Data Entry Forms

**What are the root causes of those identified barriers?**

Poor economic area

Lack of Early Learning Opportunities

Closing of major employer (Fruit of the Loom)

Immigration of Hispanic families

Lack of School Policy for ensuring equitable access

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

All RSES teachers are highly qualified and the majority are Accomplished in all areas. With the release of the 2014-2015 KPREP results, we are classified as a Proficient School.



## Equitable Access Strategies

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

Based on Discovery Education, EasyCBM, Stanford 10, PBIS, RTI, common assessment data, teachers rank students from 1-5 in the areas of behavior and academics. Student names are placed in groups according to their ranking. Grade level teachers meet and draw from each group to ensure that students of all ability groups are evenly dispersed. While there is no specific policy in place for this, it is a procedure that we follow with fidelity to ensure student access to highly qualified teachers.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Based on Discovery Education, EasyCBM, Stanford 10, PBIS, RTI, common assessment data, teachers rank students from 1-5 in the areas of behavior and academics. Student names are placed in groups according to their ranking. Grade level teachers meet and draw from each group to ensure that students of all ability groups are evenly dispersed. While there is no specific policy in place for this, it is a procedure that we follow with fidelity to ensure student access to highly qualified teachers.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

Based on academic, behavior and socio-economic needs of students, teachers are hired or placed to best meet the needs of students.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Open teaching positions are posted on KDE & district website. Local colleges, universities, and area school districts are notified by email of job postings available. These posting include a detailed description of the open position and define the expectations required to fill the position. Our site-based council screens the applicants to compile an adequate pool of candidates to interview. A hiring committee is selected, and develop interview questions designed to address the diverse students needs specific to the open position.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

finalized. We celebrate successes and offer needed support.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

We have no out-of-field teachers, however RESE teachers are given a grade level or content area mentor to offer support and assistance. In addition, teachers at each grade level work as a team and offer support and guidance to one another. Teachers are provided with a school handbook filled with schedules, meeting dates and various expectations related to RSES. This handbook is a valuable resource for both the experienced and inexperienced teacher.

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Teachers scoring below the accomplished rating based on PGES data may receive support and resources from a mentoring teacher and or administrator. They may also receive support or additional resources through the elementary curriculum coach and Title II Effectiveness Coach provided by our district, or utilize the many training opportunities available through KDE, GRREC, RTT, and other professional learning opportunities.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

Administrators review the results and discuss strategies to improve areas of weakness. In addition, we review the results with the faculty to gain insight into ideas they have for improvement. All ideas are taken into consideration based on priority needs.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Students of all ability levels are equally dispersed.

Teachers are placed to best meet the academic, behavior and socio-economic needs of the students.

Job postings include a detailed description and the expectations of the position.

Teachers are hired to best address specific needs of the diverse students in the classroom.

Teachers have a voice in decision making within their classroom and school communities.

Support and resources are available through the district curriculum coach to address professional needs of all teachers.