

# **RUSSELL SPRINGS ELEMENTARY SCHOOL**

## **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

### **SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2011-2012**

Russell Springs School Based Council and School Planning Committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Keith Emerson \_\_\_\_\_ December 20, 2011  
Chairperson, School Council Date

Rene' Gossage \_\_\_\_\_ December 20, 2011  
Chairperson, School Planning Committee Date

#### **Plan Approved by the School Council:**

Date of SBDM Meeting  
**December 20, 2011**

#### **School Council Members:**

<b>Bridget Holmes</b>	<b>Teacher</b>
<b>Amber Stephens</b>	<b>Teacher</b>
<b>Bob Williams</b>	<b>Teacher</b>
<b>Tisha Cucic</b>	<b>Parent</b>
<b>Susan Wolford</b>	<b>Parent</b>

**Note:** Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2011-2012 are in the Comprehensive School Improvement Planning Framework and can be downloaded from the KDE Web Page at:  
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

## **2011-2012 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN Russell Springs Elementary School**

### **Mission Statement**

The mission of Russell Springs Elementary School is for each to be offered the opportunity to achieve his or her fullest potential. To meet this need we will provide each child the opportunity to develop through participation with physical, cultural, social and intellectual activities. We will support, motivate and nurture each child.

### **Executive Summary**

Russell Springs Elementary formed a Leadership/School Improvement Committee to guide in the development, planning and implementation of school and student improvement strategies. The committee meets monthly and members include content & specialty teacher department chairs, content network leadership members, administration, media specialist, ESS Building Coordinator, curriculum specialist, SBDM representation, RCEA representation, and parent representation. The committee meets monthly (more or less as needed). They gather input and provide two way communication with representation of ALL stakeholders (i.e. students, classified staff, certified staff, parents, community, PTO, RCEA, SBDM). Sign-ins and agendas are evidence of meetings.

All certified staff participates in a professional development day set aside in the school calendar for the purpose of data analysis and school improvement planning. State assessment result (for this year included KY Interim Performance Report, NCLB AYP Report, spring 2011 ITBS, fall 2011 EXPLORE), AIMS Web benchmark results, classroom assessment data, and program review data. Content area PLC's analyzed the data and strategizes avenues of improvement. The entire faculty meets back whole group to discuss findings and begin the improvement planning process. Representation of each of the

PLC's are part of the Leadership/School Improvement Planning Committee. The committee compiles all the findings, considers all perspectives and determines school priorities for improvement. The committee submits their improvement action priority planning to the SBDM Council for review and approval.

Evaluation methods to validate effectiveness of the 2011- 2013 comprehensive school improvement planning goals and strategies includes the spring 2012 K-PREP, AIMS Web Benchmarking, Cambridge EXPLORE Benchmarking, STAR Reading, STAR Early Literacy, ECU Diagnostics, and Study Island. Program review data, writing/communications folders and survey data are also tools that can be utilized as needs assessment and overall school program effectiveness.

The goals of the CSIP were developed with the overarching goal of meeting the needs of students not reaching proficiency.

The PLC teams will make Implementation and Impact Checks periodically with results being reported to the SBDM council. Benchmark data will also be obtained, monitored, and evaluated three times a year.

Russell Springs Elementary School is committed to the school improvement process and achieving the CSIP goals.

<b>School:</b> Russell Springs Elementary School <b>District:</b> Russell		<b>Component Area:</b> English Language Arts
<b>Component Managers:</b> Carla Miller, Donna Flatt		
<b>Priority Needs:</b>	<b>Based on NCLB AYP Report and KY Interim Performance Report:</b> <ol style="list-style-type: none"> <li>1. Russell Springs met 10 out of 10 target goals (100%)</li> <li>2. The average of all students scoring proficiency was 78.96% which is 1.27% below AMO</li> <li>3. Students qualifying for free &amp; reduced lunch scored 74.26% proficiency which is 5.97% below AMO and 4.34% below the average of all students</li> <li>4. 69% of students with disabilities (25 out of 36 students) scored proficient or above in reading which is 11.23% below AMO and a gap of 9.96% among their same aged peers.</li> <li>5. Males scored 5.55% less proficiency in reading than females</li> </ol>	
<b>Priority Goals:</b>	<ol style="list-style-type: none"> <li>1. Based on 2012 K-PREP, 2012 NCLB Report, and AIMS Web benchmarking:           <ul style="list-style-type: none"> <li>• The average of all students will improve reading proficiency 7.86% to meet the</li> </ul> </li> </ol>	

	<p>2012 NCLB AMO of 86.82% proficiency</p> <ul style="list-style-type: none"> <li>• Students qualifying for free or reduced lunch will improve reading proficiency 12.56% to meet the 2012 NCLB AMO of 86.82% proficiency</li> <li>• Students with disabilities will improve reading proficiency 17.82% to meet the 2012 NCLB AMO of 86.82% proficiency</li> <li>• Students receiving RTI services will progress one grade level</li> </ul> <p>2. Russell Springs Elementary will promote literacy awareness to parents and the community based on attendance at Family Literacy events</p> <p>3. Russell Springs Elementary will improve opportunities for students to be College &amp; Career ready for transition from elementary to middle based on <b>Cambridge</b> Explore Benchmarking and Fall EXPLORE Testing</p>
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**Goal 1:** Based on 2012 K-PREP, 2012 NCLB Report, and AIMS Web benchmarking:

- The average of all students will improve reading proficiency 7.86% to meet the 2012 NCLB AMO of 86.82% proficiency
- Students qualifying for free or reduced lunch will improve reading proficiency 12.56% to meet the 2012 NCLB AMO of 86.82% proficiency
- Students with disabilities will improve reading proficiency 17.82% to meet the 2012 NCLB AMO of 86.82% proficiency
- Students receiving RTI services will progress one grade level

Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
1. Benchmark 6 <sup>th</sup> grade students twice a year on Quality Core (EXPLORE) through Cambridge	Guide instruction and improve skill development- increase college and career readiness	Principal, 6 <sup>th</sup> Grade Teachers	February 2012- May 2013	See CDIP	NI
2. Provide intentional instruction with highly qualified teachers using research based materials (Cambridge) on deficit skill development based on student need (indicated by benchmarking)	Intervene at point of student need increasing college and career readiness	6 <sup>th</sup> Grade Teachers/ RTI Staff	February 2012- May 2013	See CDIP	NI
	Improve teacher knowledge	SBDM, Principal,	July 2011	\$5,000	I

<p>3. Provide professional development through regional literacy consultant, WTEC literacy cadres, Content Leaders that attend Leadership Network, KASC, GRECC, KEDC, District Curriculum Leaders, KDE offerings, etc.</p>	<p>and instructional practices- increase student performance in ELA</p>	<p>District PD Coordinator/ Federal Programs Director/DOSE</p>	<p>June 2013</p>	<p>Title I PD, IDEA, FLEX PD</p>	
<p>4. Teachers will integrate "timed practices" with reading passages</p>	<p>Improve reading fluency and test taking strategies</p>	<p>Principal, Teachers</p>	<p>August 2011- May 2013</p>	<p>\$0</p>	<p>PI</p>
<p>5. Teachers will develop and implement cold reads (at the grade level stretch band) for application of skills</p>	<p>Improve reading performance and increase college and career readiness</p>	<p>Principal/ Teachers</p>	<p>August 2011- May 2013</p>	<p>\$0</p>	<p>PI</p>
<p>6. All teachers implement content area literacy strategies</p>	<p>Improve performance in all content areas and increase college and career readiness</p>	<p>Principal/ Teachers</p>	<p>August 2011- May 2013</p>	<p>\$0</p>	<p>PI</p>
<p>7. Offer PD during a district PD/Planning day embedded in the school calendar on how to best differentiate for students with disabilities</p>	<p>Reduce the achievement gap and improve learning</p>	<p>DOSE/ PD Coordinator</p>	<p>January 2012- June 2013</p>	<p>\$0</p>	<p>NI</p>
<p>8. Special education and classroom teachers will plan on weekly basis on providing meaningful instructional and collaborative strategies to students with disabilities</p>	<p>Reduce the achievement gap and improve learning</p>	<p>Principal/ Teachers</p>	<p>August 2011- May 2013</p>	<p>\$0</p>	<p>PI</p>
<p>9. Purchase elementary reading program aligned with the new ELA standards</p>	<p>By implementing a more rigorous district aligned ELA curriculum, students will have</p>	<p>Superintendent/ Textbook</p>		<p>See CDIP</p>	<p>NI</p>

<p>10. Provide PD on implementing research based ELA program with fidelity to all elementary teachers</p>	<p>a smoother transition to the middle school and stretch their reading skills</p> <p>Improve planning and instructional practices- improve student learning</p>	<p>Coordinator Principal</p> <p>Textbook Coordinator/ PD Coordinator/ Principals</p>	<p>July 2011- June 2013</p>	<p>\$0</p>	<p>NI</p>
<p>11. Teachers will share ELA strategies and align curriculum horizontally and vertically during District and School PLC's</p>	<p>Improve planning and instructional practices- improve student learning</p>	<p>PD Coordinator/ Principal/ Teachers</p>	<p>July- August 2012</p>	<p>\$0</p>	<p>PI</p>
<p>12. Research based intervention strategies and programs will be provided for students falling below benchmark in reading</p>	<p>Reduce the barriers to learning and improve student performance</p>	<p>Principal/ Teachers/ RTI Staff</p>	<p>August 2011- June 2013</p>	<p>\$0</p>	<p>I</p>
<p>13. Provide before and after school tutoring opportunities for students struggling in reading</p>	<p>Reduce the barriers to learning and improve student performance</p>	<p>ESS Coordinator/ Principal/ SBDM</p>	<p>August 2011- May 2013</p>	<p>\$2,000 ESS</p>	<p>I</p>
<p>14. Provide ELA intervention classes during the school day for at risk learners</p>	<p>Reduce the achievement gap and improve reading performance</p>	<p>ESS Coordinator/ Principal/ RTI Staff</p>	<p>September 2100- April 2013</p>	<p>\$3,000 ESS Daytime Waiver</p>	<p>NI</p>
	<p>Motivate student interest and</p>				

15. Develop and implement flexible scheduling and flexible grouping that is fluid to enhance student learning opportunities	learning	Principal	January 2012- May 2012	\$0	I
16. Utilize media specialist to provide technology and media enriched learning opportunities for students	Motivate student learning	Principal/ Media Specialist	August 2011- May 2013	\$0	I
17. Purchase high interest books, magazines, and other media at multiple text complexity levels for students to have access	Motivate student learning and improve student reading levels	Principal/ SBDM/ Media Specialist	August 2011- June 2013	\$5,000 SEEK/ PTO	PI
18. Purchase STAR Reading and STAR Early Literacy Diagnostic Systems	Provide diagnostic reading data to guide instructions and improve learning	Principal/ SBDM/ Media Specialist	August 2011- June 2013	\$5,973 SEEK / Title I	I
19. Purchase and Implement the Accelerated Reading Program	Motivate reading and improve reading performance	Principal/ SBDM/ Media Specialist/ Teachers	August 2011- June 2013	AR & STAR purchased together	PI
20. Purchase and Implement Study Island	Provide authentic practice, diagnostic data, and differentiated learning to improve student learning	Principal/ SBDM/ RTI Staff/ Teachers	September 2011	\$4,235 Title I	I
21. Purchase and Implement Reading Eggs	Provide authentic practice, diagnostic data, and differentiated learning to improve student learning	Principal/ SBDM/ RTI Staff/ Teachers	September 2011	\$1,500 ESS/ SEEK	I
	Inform and involve parents to guide in improving student	Principal, Teachers	September 2011		

22. Schedule and conduct a parent/ teacher conference event each semester to afford parents the opportunity to review student progress, assessment and benchmark data, and plan for improvement/enrichment with the teacher	achievement		September 2011  September 2011- June 2013	\$1,000 Title I Parent Involve	PI
<b>Goal 2:</b> Russell Springs Elementary will promote literacy awareness to parents and the community based on attendance at Family Literacy events					
Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
1. Provide opportunities for parents and the community to participate in school activities promoting literacy awareness (e.g., open house, ELA orientation on new standards; Family Literacy Nights)	Media announcements, sign-ins, newsletters, surveys	Principal, SBDM, teachers, Title I Parent Involvement Coordinator	August 2011- May 2013	\$2000 TITLE I Parent Involve Funds	I
2. Provide <i>Destiny</i> , a web-based library manager program where students, parents and faculty can search district-wide school resource materials (ex. E-books, print material, DVDs, cds, audios, etc.) from any internet accessible computer	Improve circulation of literacy materials and share resources to minimize district and school level expenditures	Librarian, Chief Information Officer	October 2011-May 2013	\$2,000 Fund II, SEEK \$1,100	I



**Goal 3:** Russell Springs Elementary will improve opportunities for students to be College & Career ready for transition from elementary to middle based on **Cambridge** Explore Benchmarking and Fall EXPLORE Testing

Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
1. Purchase and implement Cambridge EXPLORE Benchmarking for diagnostic assessment and to guide instruction to meet the diverse learning needs of all students	<p>Improve College and Career readiness skills as based on EXPLORE results</p> <p>Improve student transition from elementary school to middle school based on student surveys</p>	Superintendent, DOSE, Principal, SBDM, Teachers	February 2012- May 2013	See CDIP	NI
2. Purchase Cambridge "Non-negotiable" skills books for students to work on identified deficits	Improve College and Career readiness skills as based on EXPLORE results	Superintendent, Principal, SBDM, Teachers	February 2012- May 2013	See CDIP	NI
3. Purchase Cambridge Teachers' Guide that offers research based strategies for teachers to use universally in the classroom and for specific interventions	Improve College and Career readiness skills as based on EXPLORE results	Principal, SBDM, Teachers	February 2012- May 2013	See CDIP	NI
4. Purchase Cambridge "Big Book of Skills" for intervention and enrichment beyond grade level benchmark expectations	Improve College and Career readiness skills as based on EXPLORE results	Superintendent, Principal, SBDM, Teachers	February 2012- May 2013	See CDIP	NI

5. Provide Specialized Professional Development for the research based Cambridge System in order to implement with fidelity	Improve College and Career readiness skills as based on the 2012 EXPLORE results	Federal Programs Director, Principal, SBDM	January 2010- March 2012	See CDIP	NI
6. Develop a plan of action including a timeline for implementation for meaningful utilization of the Cambridge System	Improve College and Career readiness skills as based on the 2012 EXPLORE results	Principal, Teachers	February 2012- May 2013	\$0	NI



<b>School:</b> Russell Springs Elementary <b>District:</b> Russell	<b>Component Area:</b> Math
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**Component Managers:** Kim Williams, Dawn Shaw

<b>Priority Need:</b>	<p><b>Based on NCLB AYP Report and KY Interim Performance Report:</b></p> <ul style="list-style-type: none"> <li>• Russell Springs met 10 out of 10 target goals (100%)</li> <li>• The average of all students scored 67.72% in math which is 3.2 below AMO</li> <li>• Only 33% of students with disabilities (12 out of 36 students) scored proficient or above in math which is 37.92% below AMO and a gap of 34.72% among their same aged peers.</li> <li>• Novice increased in math .73% scoring 6.91% novice</li> <li>• Math scores exceed the AMO but 12.29% lower than reading</li> </ul>
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<b>Priority Goals:</b>	<p>2. Russell Springs will improve math performance as follows:</p> <ul style="list-style-type: none"> <li>• 12.89% proficiency for all students based on 2012 K-PREP data to meet the 2011-12 AMO of 80.61</li> <li>• 13.94% proficiency for students qualifying for free and reduced lunch to meet the 2011-12 AMO of 80.61</li> </ul>
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	<ul style="list-style-type: none"> <li>• 47.61% proficiency for students with disabilities to meet the 2011-12 AMO of 80.61</li> </ul> <ol style="list-style-type: none"> <li>3. Russell Springs will promote awareness of the new math standards and the new math program and initiatives to parents and the community based on attendance at Family Math Events</li> <li>4. Russell Springs will improve opportunities for students to be College &amp; Career ready for transition from elementary school to middle school based on <b>Cambridge</b> Explore Benchmarking and EXPLORE Testing</li> </ol>
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**Goal 1:** Russell Springs will improve math performance as follows:

- 12.89% proficiency for all students based on 2012 **K-PREP** data to meet the 2011-12 AMO of 80.61
- 13.94% proficiency for students qualifying for free and reduced lunch to meet the 2011-12 AMO of 80.61
- 47.61% proficiency for students with disabilities to meet the 2011-12 AMO of 80.61

Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
1. Purchase a research based math program "GO MATH" aligned to new standards for elementary schools	By implementing a more rigorous district aligned math curriculum, students will have a smoother transition to the middle school and stretch their math skills	Superintendent/ Textbook Coordinator/ Principal	July 2011	See CDIP	I
2. Provide PD for elementary classroom and special education teachers on best practices for implementing with fidelity GO MATH	By implementing a more rigorous district aligned math curriculum, students will have a smoother transition to the middle school and stretch their math skills	Textbook Coordinator/ PD Coordinator/ Principal	August 2011	\$0	I
3. Provide professional development through regional math consultant, WTEC math cadres, Content Leaders that attend Leadership	Improve planning and instructional practices- improve student learning	SBDM/ Principal/ PD Coordinator/	July 2011- June 2013	\$5,000 Title I PD,	PI

Network, KASC, GRECC, KEDC, District Curriculum Leaders, KDE offerings, etc.		Federal Programs Director/ DOSE		IDEA, FLEX PD	
4. Benchmark 6 <sup>th</sup> grade students twice a year on Quality Core (EXPLORE) through Cambridge	Guide instruction and improve skill development- increase college and career readiness	Principal/6 <sup>th</sup> Grade Teachers	February 2012- May 2013	See CDIP	NI
5. Provide intentional instruction with highly qualified teachers using research based materials (Cambridge) on deficit skill development based on student need (indicated by benchmarking)	Intervene at point of student need increasing college and career readiness	6 <sup>th</sup> Grade Teachers/ RTI Staff	February 2012- May 2013	See CDIP	NI
6. Offer PD during a district PD/Planning day embedded in the school calendar on how to best differentiate for students with disabilities	Improve planning and instructional practices- improve student learning	DOSE/ PD Coordinator	January 2012- June 2013	\$0	NI
7. Special education and classroom teachers will plan on weekly basis on providing meaningful instructional and collaborative strategies to students with disabilities	Reduce the achievement gap and improve student learning	Principal/ Teachers	August 2011- May 2013	\$0	PI
8. Continue implementation of ECU Fluency Program to build computational skills	Improve Math Fluency and student performance	ECU/ Superintendent/ Principal/ Teachers	August 2011- May 2013	\$0	I
9. Provide before and after school tutoring	Reduce barriers to learning	ESS Coordinator/	September 2011- April 2013	\$2,000 ESS	I

opportunities for students struggling in math	and improve student performance	Principal/ SBDM	August 2011- June 2013		
10. District and School PLC's will share math strategies and align curriculum horizontally and vertically	Improve planning and instructional practices- improve student learning	PD Coordinator/ Principal	August 2011- May 2013	\$0	PI
11. Teachers will integrate "timed practices" in math classrooms	Improve math fluency and test taking strategies	Principal/ Teachers	August 2011- May 2013	\$0	PI
12. Research based intervention strategies and programs will be provided for students falling below benchmark in math	Reduce the achievement gap and improve student learning	Principal/ Teachers/ RTI Staff	September 2011	\$0	I
13. Develop and implement flexible scheduling and flexible grouping that is fluid to enhance student learning opportunities	Motivate student interest and learning	Principal	September 2011- June 2013	See Reading	I
14. Purchase and Implement Study Island	Provide authentic practice, diagnostic data, and differentiated learning to improve student learning	Principal/ SBDM/ RTI Staff/ Teachers	September 2011- May 2013	See Reading	I
15. Schedule and conduct a parent/ teacher conference event each semester to afford parents the opportunity to review student progress, assessment and benchmark data, and plan for improvement/enrichment with the teacher	Inform and involve parents to guide in improving student achievement	Principal, Teachers	January 2012- May 2012	See Reading	PI

16. Provide Math intervention classes during the school day for at risk learners	Reduce the achievement gap and improve reading performance	ESS Coordinator/ Principal/ RTI Staff		\$3,000 ESS Daytime Waiver	NI
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**Goal 2:** Russell Springs will promote awareness of the new math standards and the new math program and initiatives to parents and the community based on attendance at Family Math Events

Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
3. Provide opportunities for parents and the community to participate in school activities promoting math (e.g., open house math orientation on new standards; Math Nights)	Media announcements, sign-ins, newsletters, surveys	Principal, SBDM, teachers, Title I Parent Involvement Coordinator	August 2011- May 2013	\$1,000 Title I Parent Involvement	PI



**Goal 3:** Russell Springs will improve opportunities for students to be College & Career ready for transition from elementary school to middle school based on **Cambridge** Explore Benchmarking and EXPLORE Testing

Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
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<p>1. Purchase and implement Cambridge EXPLORE Benchmarking for diagnostic assessment and to guide instruction to meet the diverse learning needs of all students</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p> <p>Improve student transition from elementary school to middle school based on student surveys</p>	<p>Superintendent, DOSE, Principal, SBDM, Teachers</p>	<p>February 2012- May 2013</p>	<p>See CDIP</p>	<p>NI</p>
<p>2. Purchase Cambridge "Non-negotiable" skills books for students to work on identified deficits</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Superintendent, Principal, SBDM, Teachers</p>	<p>February 2012- May 2013</p>	<p>See CDIP</p>	<p>NI</p>
<p>3. Purchase Cambridge Teachers' Guide that offers research based strategies for teachers to use universally in the classroom and for specific interventions</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Principal, SBDM, Teachers</p>	<p>February 2012- May 2013</p>	<p>See CDIP</p>	<p>NI</p>
<p>4. Purchase Cambridge "Big Book of Skills" for intervention and enrichment beyond grade level benchmark expectations</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Superintendent, Principal, SBDM, Teachers</p>	<p>February 2012- May 2013</p>	<p>See CDIP</p>	<p>NI</p>
<p>5. Provide Specialized Professional Development</p>	<p>Improve College and Career</p>	<p>Federal</p>	<p>January 2010- March 2012</p>	<p>See</p>	<p>NI</p>

for the research based Cambridge System in order to implement with fidelity	readiness skills as based on the 2012 EXPLORE results	Programs Director, PD Coordinator, Principal, SBDM	January 2012-May 2013	CDIP	
6. Develop a plan of action including a timeline for implementation for meaningful utilization of the Cambridge System	Improve College and Career readiness skills as based on the 2012 EXPLORE results	Principal, Teachers		\$0	NI