



Comprehensive School Improvement Plan

Russell Springs Elementary School
Russell County

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TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	5
Notable Achievements and Areas of Improvement	6
Additional Information	7
KDE Needs Assessment	
Introduction	9
Data Analysis	10
Areas of Strengths	11
Opportunities for Improvement	12
Conclusion	13
RSES CSIP 2012-2013	
Overview	15
Goals Summary	16
Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	18
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	20

Goal 3: Students and teachers at Russell Springs Elementary School will experience a positive school climate. 23

Goal 4: The 2012-2013 Program Reviews will reflect improved student performance in Writing, PL/CS, and A/H. 26

Activity Summary by Funding Source. 28

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Russell Springs Elementary is a school of 730 preschool through sixth 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. We have had a slight increase in student enrollment with class sizes increasing due to cuts in district funding. We have also seen a reduction in classified staff resulting in less individualized support. We have several challenges that we face as a school. One is the high-level of poverty in our community as evidenced by the 73% of our students who receive free or reduced lunch. Another challenge we face is the high percentage of students who are dependent on a means of support other than their parents. Several of our students have limited access to a computer or the internet. With an increasing number of programs that require technology, this is an additional barrier to learning. Our faculty and staff are very dedicated to overcoming the barriers that we face in order to provide our students with a quality education and a safe, loving, and supportive environment.

School's Purpose

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

The mission of Russell Springs Elementary School is to provide each students 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 NCLB Report, RSES exceeded the AMO in overall reading and math in all subgroups. Our 2011-2012 academic team won the county academic meet competing against three other elementary schools. Results from the TELL Survey given in 2011 showed that the percentages of positive responses were significantly higher than both the district and the state. A computer lab has been purchased with school funds and set up for students K-6 to receive interactive, real-life, real-world experiences with a highly qualified teacher in all content areas. New programs that are technology rich have been purchased such as Reading Horizons, Reading Eggs, Study Island, Accelerated Reader, STAR Reading and Math, and Go Math. School level and district level PLCs have been developed and implemented in all content areas and are accomplished school-wide during bi-monthly meetings and district-wide monthly meetings. Our school climate has been improved with the implementation of a new school-wide discipline policy, monthly effort awards, and coaching groups which help support, motivate and encourage students to put forth their best effort in all aspects of the school environment.

An area of improvement that our school is striving to achieve in the next three years is the implementation of standards-based grading in the primary grades. With that, we are working towards educating our parents on understanding the new grading system and how it will better show the progress of their student toward the mastery of each skill. Also, RSES is participating in the pilot of the Professional Growth Evaluation System (PGES). The Principal and Assistant Principal are both certified in the new evaluation process. We expect to see greater teacher performance as the new system will allow teachers to see their weaknesses and receive support through PD360 and CIITS. Our teachers are now beginning to use the new CIITS program for lesson plans and instructional materials which will allow them more resources for improvement. RSES was one of 11 elementary schools in the state that participated in the pilot for the Primary Program Review. The Primary Program Review Team, which included representatives from each grade level and special education, gained valuable information by identifying areas of needed improvement in our overall primary program.

Additional Information

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

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

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

We are trying to determine the overall strengths and weaknesses of our students and of subgroups within the student population. Even though we met our AMO for each subgroup, the school-wide results for students with disabilities were a concern. Overall school results show that students with disabilities only scored 13% proficiency and above. Third grade shows a slight gap in male/female learners. Females outperformed males by 7.7% in proficiency or above. In 5th grade reading, however, female learning scored 9.7% lower in proficiency than males. The trend continued in 6th grade reading. Female learners scored 23.1% than male learners. There were no gaps in 4th grade reading, and they exceeded the district and state level in all subgroups. In math, 3rd grade students qualifying for free and reduced lunch scored below the district and state average for proficiency and above. 4th grade math results were significantly lower than the district and state averages. Females outscored males 9.3%, but no subgroup scored over 25% proficiency. 5th grade math was below the district and state math averages for proficiency in every subgroup. 5th grade females outperformed males by 10.5%. In 6th grade math, there were no significant gaps, but the overall math scores were below the district and state averages.

Areas of Strengths

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

Based on the NCLB, RSES exceeded the AMO in overall reading and math subgroups. We are continuing with our new Go Math program which is based on the new Common Core Math Standards, and we are looking to purchase a new reading program with is also based on the new ELA Common Core Standards.

Opportunities for Improvement

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

Overcoming barriers to learning for our students who qualify for free or reduced lunch is an area in need of improvement. In addition to the many new programs we have purchased, we have planned several events throughout the school year to encourage parental involvement and to give families additional tools and resources. Engaging males in active learning is another area in which we need to show improvement. Through technology, literacy and numeracy centers, and high-interest material, we are working to increase the level of involvement of our males in learning activities.

Conclusion

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

Since our teachers have received many additional resources and professional developments throughout the summer and the beginning of the school year, our next step is to continue allowing them time to work with their school and district PLCs so that they can share information, monitor successes, and refine the techniques they are currently implementing.

RSES CSIP 2012-2013

Overview

Plan Name

RSES CSIP 2012-2013

Plan Description

Strategies to Improve Student Achievement

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 2 Strategies: 5 Activities: 9	Organizational	Collaborate to increase the overall reading and math for Russell Springs Elementary School from 36.5 to 42.9 by 05/10/2013 as measured by K-Prep., 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 04/29/2013 as measured by Stanford 10.	\$17211
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: 3 Strategies: 6 Activities: 10	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36.2 to 42.9 by 05/17/2013 as measured by K-Prep., Collaborate to increase proficiency in math and reading among students qualifying for free and reduced lunch by 05/14/2013 as measured by K-Prep., Collaborate to increase proficiency in reading among 6th grade females by 05/14/2013 as measured by K-Prep.	\$29492

Comprehensive School Improvement Plan

Russell Springs Elementary School

3	Students and teachers at Russell Springs Elementary School will experience a positive school climate.	Objectives: 3 Strategies: 5 Activities: 8	Organizational	Demonstrate a behavior by decreasing the number of office referrals for unacceptable behavior by 25% by 05/17/2013 as measured by reports in Infinite Campus., Demonstrate a proficiency by 80% of students achieving increased performance levels in 4 out of 5 fitness components by 04/26/2013 as measured by the established performance levels of the school fitness test., Collaborate to provide follow-up to on-going professional developments by 05/14/2013 as measured by school-wide needs assessment.	\$8200
4	The 2012-2013 Program Reviews will reflect improved student performance in Writing, PL/CS, and A/H.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	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.	\$500

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 36.5 to 42.9 by 05/10/2013 as measured by K-Prep.

Strategy 1:

Foresight Testing - All students in Grades 3-5 will be administered the Foresight Test in the Fall of 2012 and in the Winter of 2013. Based on these test results, teachers will identify areas of weakness in the four stands of both reading and math content areas.

Activity - Review Item Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the test item analysis with the students to identify distractors and areas of weakness. Teachers can use the tutoring reports to provide small-group instruction where needed.	Academic Support Program	11/19/2012	04/19/2013	\$4200	General Fund	3rd-5th Grade Regular and Special Education Teachers, Principal, Assistant Principal, Counselor

Strategy 2:

Common Assessments - K-2 teachers will administer district common assessments at the end of each nine weeks. The results of this testing will be used to guide classroom instruction. 3-6 teachers will administer district common assessments in Spring 2013. This information will identify areas that need to be targeted for K-Prep testing.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-6 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/08/2012	05/17/2013	\$7500	Title II Part A	All regular classroom teachers and special education teachers; District Curriculum Coordinator

Strategy 3:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for

Comprehensive School Improvement Plan

Russell Springs Elementary School

parents to become involved in the life of the school.

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students participated in research-based math games. Math literature books and math manipulatives were distributed to each student at no cost. A free meal was provided to all.	Parent Involvement	11/15/2012	11/15/2012	\$3035	Title I Part A	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will participate in literacy games that promote student learning. All students will receive a free literature book and literature packet to promote reading at home and at the school and public libraries throughout the summer. A free meal will be provided.	Parent Involvement	04/25/2013	04/25/2013	\$2476	Title I Part A	All faculty and staff

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent and teachers meet one-on-one to discuss the student's current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/15/2012	05/17/2013	\$0	No Funding Required	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 04/29/2013 as measured by Stanford 10.

Strategy 1:

Developing Standards-Based Report Cards - Student performance will be assessed on the set of skills associated with each standard that are taught during each nine week grading period.

Activity - Literacy Consultants from GRREC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Grades K-2 met with District PD and Curriculum Coordinator and the GRREC Literacy Consultants to develop unit plans, common assessments, and standards-based report cards.	Professional Learning	09/04/2012	09/28/2012	\$0	Title I Part A	District PD and Curriculum Coordinator, Primary Teachers, Primary Special Education Teachers, RTI Coordinator

Comprehensive School Improvement Plan

Russell Springs Elementary School

Strategy 2:

Primary Institute - Primary teachers participated in a 3-day Primary Institute which provided strategies for working with those identified at various levels of performance.

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Brigance Screener is administered to all incoming Kindergarten students to identify areas of weakness and/or strengths.	Academic Support Program	08/13/2012	08/17/2012	\$0	Title I Part A	Kindergarten Teachers and Assistants, Speech Teacher, District Assessment Coordinator
Activity - Literacy Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC Curriculum Consultant provided training on the development of literacy centers, scheduling, differentiated instruction, and accelerated learning. An emphasis was placed on fostering literacy independence in primary grades and the five components of literacy (comprehension, phonics, phonemic awareness, vocabulary, fluency).	Direct Instruction	07/25/2012	07/27/2012	\$0	Title I Part A	District Curriculum Coordinator, District Assessment Coordinator, RTI Coordinator, K-2 Teachers, Special Education Teachers
Activity - Analyzing Stanford 10 NRT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in grades K-2 analyzed test data identifying areas of needed improvement and developed strategies to increase student performance.	Professional Learning	07/25/2012	07/27/2012	\$0	Title I Part A	District Curriculum Coordinator, District Assessment Coordinator, K-2 Regular and Special Education Teachers, RTI Coordinator

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

Comprehensive School Improvement Plan

Russell Springs Elementary School

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36.2 to 42.9 by 05/17/2013 as measured by K-Prep.

Strategy 1:

School-Wide RTI Program - All K-6 students are administered an AIMSWEB universal screening for reading and math three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling below the 15%tile in reading and math are given small group interventions four times per week for 30 minutes per day using researched-based instruction.	Academic Support Program	08/20/2012	04/26/2013	\$0	Title I Part A	RTI Coordinator, Classroom Teachers, Assistants

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher hired through ESS Daytime Waiver money to provide small-group instruction to students falling below benchmark in math.	Academic Support Program	01/02/2013	05/17/2013	\$5395	Other	RTI Coordinator, ESS Teacher, Principal, Math Content Teachers

Activity - ECU Fluency Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work independently to achieve mastery of basic computational skills. Once a student masters a skill, they progress on to the next skill.	Academic Support Program	08/20/2012	03/29/2013	\$0	No Funding Required	RTI Coordinator, 3-6 Classroom Teachers

Strategy 2:

Reading Eggspress - Students will be utilizing this web-based reading program that is designed to build reading and comprehension skills. Our students in grades 4-6 will be using this program in the computer lab, in afterschool, and in RTI.

Activity - Reading Eggspress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Russell Springs Elementary School

Students will read e-books that foster their comprehension and language arts skills, as well as their reading fluency.	Technology	08/08/2012	05/17/2013	\$3321	Other	Computer lab teacher, afterschool teachers and assistants, RTI teachers and assistants
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Strategy 3:

Reading Horizons - This computer-based program that helps at-risk students achieve success by providing a foundation in literacy strategies. The software allows students to move at their own pace and to fill critical gaps in their learning while engaging in content-rich stories, games, and vocabulary development activities.

Activity - Reading Horizons Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small-group and individual instruction using technology	Technology	08/08/2012	05/17/2013	\$10265	District Funding, State Funds	K-3 Classroom and All Special Education Teachers; RTI Coordinator; Librarian/Techology Coordinator

Strategy 4:

Cambridge Research Based Intervention Program - "Explore" Assessment is given fall and spring through Cambridge Educational Services. The fall results have been analyzed to guide instructional planning and intervention services. Cambridge Research Based Intervention Program is being used by 6th grade teachers a minimum of three times a week for 30 minutes in reading, math, and science (pre-ACT indicators). Interventions used will be based on student need as indicated by the Explore Assessment and progress made with intervention services.

Activity - 6th Grade Targeted Interventions through Cambridge CCR Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze EXPLORE results and intentionally plan to improve skill deficits in reading, math, and science for students scoring below and above benchmark utilizing Cambridge CCR Intervention Program	Academic Support Program	09/10/2012	05/13/2013	\$5000	Title I Part A	Principals Counselor 6th Grade teachers

Measurable Objective 2:

Collaborate to increase proficiency in math and reading among students qualifying for free and reduced lunch by 05/14/2013 as measured by K-Prep.

Strategy 1:

Parent Involvement - Parent Involvement funds will be used to increase parent/teacher and parent/student communication by providing numerous opportunities for

Comprehensive School Improvement Plan

Russell Springs Elementary School

parents to become involved in the life of the school.

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will participate in literacy games that promote student learning. All students will receive a free literature book and literature packet to promote reading at home and at school and public libraries throughout the summer. A free meal will be provided.	Parent Involvement	04/25/2013	04/25/2013	\$2476	Title I Part A	All faculty and staff
Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet one-on-one to discuss the students' current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/15/2012	05/17/2013	\$0	No Funding Required	All faculty and staff
Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students participated in research based math games. Math literature books and math manipulatives were distributed to each student at no cost. A free meal was provided to all.	Parent Involvement	11/15/2012	11/15/2012	\$3035	Title I Part A	All faculty and staff

Measurable Objective 3:

Collaborate to increase proficiency in reading among 6th grade females by 05/14/2013 as measured by K-Prep.

Strategy 1:

Springboard - Teachers will implement the research-based program "Springboard" which is designed around the new more rigorous ELA standards.

Activity - Flexible Groups within Springboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall within the gap group in reading will be placed in flexible groups and will receive extra support within the Springboard program.	Academic Support Program	08/08/2012	05/14/2013	\$0	No Funding Required	Assistant Superintendent, District Curriculum Coordinator, 6th Grade Regular and Special Education Teachers

Goal 3: Students and teachers at Russell Springs Elementary School will experience a positive school climate.

Comprehensive School Improvement Plan

Russell Springs Elementary School

Measurable Objective 1:

Demonstrate a behavior by decreasing the number of office referrals for unacceptable behavior by 25% by 05/17/2013 as measured by reports in Infinite Campus.

Strategy 1:

School-Wide Discipline Plan and Policy - Students will follow the discipline plan and universal procedures as laid out by the school discipline committee representing all grade levels.

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 and to reinforce our school-wide expectations (PRIDE).	Behavioral Support Program	11/26/2012	05/17/2013	\$0	No Funding Required	All faculty and staff

Strategy 2:

Monthly Effort Rewards - Students are encouraged to put forth their best effort. Students achieving their monthly behavior goal will be recognized and rewarded at the end of each month.

Activity - Monthly Effort Award	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive recognition and a reward chosen by the discipline committee. At the end of the school year, students who have achieved the reward 6 out of 8 months will receive a year-end effort reward (inflatables).	Behavioral Support Program	08/08/2012	05/17/2013	\$3000	Other	All faculty and staff

Strategy 3:

3-6 Coaching Groups - Each 3-6 student has been assigned to a faculty or staff member who will listen to his/her concerns, build unity among our students, and reinforce our adopted school-wide expectations. Each coaching team consists of one adult and 8-10 students from various grade-levels.

Activity - Coach Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet with their coaches once every three weeks in groups of 8-10 in a round-table type open discussion to address students' concerns and needs. Coaches use this time to provide encouragement and promote student effort in all aspect of the school environment.	Behavioral Support Program	08/08/2012	05/14/2013	\$500	Other	Assigned Teachers and Assistants, Family Resource, Custodians, Nurses, Secretaries, Principal, Assistant Principal, Counselor

Comprehensive School Improvement Plan

Russell Springs Elementary School

Measurable Objective 2:

Demonstrate a proficiency by 80% of students achieving increased performance levels in 4 out of 5 fitness components by 04/26/2013 as measured by the established performance levels of the school fitness test.

Strategy 1:

Endurance Building - Provide all students in Grade K-6 with opportunities, support, and encouragement to be physically active on a regular basis.

Activity - Annual Student/Parent One Mile Fun Run	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will walk/run on a designated one mile course during the school day.	Parent Involvement	10/05/2012	10/05/2012	\$0	No Funding Required	P.E. Teachers, Activity Teachers, Principal, Assistant Principal, Assistants

Activity - Annual 5K Run Sponsored by PTO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, parents, and community will participated in an annual 5K run/walk on a designated course that will begin and end on school grounds.	Community Engagement	04/20/2013	04/20/2013	\$0	No Funding Required	Volunteer Teachers, Principal, Assistant Principal, School Resource Officer

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	08/20/2012	04/26/2013	\$500	Other	P.E. Teacher, Activity Teachers

Measurable Objective 3:

Collaborate to provide follow-up to on-going professional developments by 05/14/2013 as measured by school-wide needs assessment.

Strategy 1:

Follow-up Workshops by Trained Professionals - Based on an area of improvement as identified by the TELL Survey, teachers will be provided additional follow-up to professional development. This will ensure that teachers have on-going support during the process of implementing a new method, concept, program, technology, etc.

Activity - Release Time PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Russell Springs Elementary School

Provide release time for grade level and/or content area teachers to follow-up, share ideas, and plan for implementation and/or improvement from previous training opportunities.	Professional Learning	08/08/2012	06/28/2013	\$1200	State Funds	Principals Teachers
Activity - District Level PLCS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with their colleagues across the district to implement professional development training.	Professional Learning	07/05/2012	06/28/2013	\$3000	Title II Part A	District Curriculum Coordinator, District Assessment Coordinator, Principal, Assistant Principal, RTI Coordinator, Counselor, Librarian, K-6 Teachers, All Special Education Teachers, All Activity Teachers

Goal 4: The 2012-2013 Program Reviews will reflect improved student performance in Writing, PL/CS, and A/H.

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:

S.P.A.T. Technique - Grades 2-6 Teachers that have been trained in the S.P.A.T. Technique will implement those strategies in the classroom.

Activity - Prescription for Proficient Paragraphs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in designing paragraphs that will address the situation, audience, purpose, and task of a given writing prompt.	Direct Instruction	08/08/2012	05/14/2013	\$0	No Funding Required	Grades 2-6 Regular and Special Education Teachers

Comprehensive School Improvement Plan

Russell Springs Elementary School

Strategy 2:

Guest Artists and Performances - Students will have the opportunity to observe guest artists and performers during the school day.

Activity - Arts and Humanities Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts and Humanities Council will collaborate with stakeholders to formulate a plan for giving students access to guest artists and performances.	Community Engagement	08/08/2012	05/14/2013	\$500	Other	A/H Teachers, Principal, Assistant Principal, Counselor

Strategy 3:

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

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/20/2012	04/26/2013	\$500	P.E. Teacher, Activity Teachers
Monthly Effort Award	Students will receive recognition and a reward chosen by the discipline committee. At the end of the school year, students who have achieved the reward 6 out of 8 months will receive a year-end effort reward (inflatables).	Behavioral Support Program	08/08/2012	05/17/2013	\$3000	All faculty and staff
Reading Eggspress	Students will read e-books that foster their comprehension and language arts skills, as well as their reading fluency.	Technology	08/08/2012	05/17/2013	\$3321	Computer lab teacher, afterschool teachers and assistants, RTI teachers and assistants
ESS Daytime Waiver	Teacher hired through ESS Daytime Waiver money to provide small-group instruction to students falling below benchmark in math.	Academic Support Program	01/02/2013	05/17/2013	\$5395	RTI Coordinator, ESS Teacher, Principal, Math Content Teachers
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	08/08/2012	05/14/2013	\$500	Assigned Teachers and Assistants, Family Resource, Custodians, Nurses, Secretaries, Principal, Assistant Principal, Counselor

Comprehensive School Improvement Plan

Russell Springs Elementary School

Arts and Humanities Council	The Arts and Humanities Council will collaborate with stakeholders to formulate a plan for giving students access to guest artists and performances.	Community Engagement	08/08/2012	05/14/2013	\$500	A/H Teachers, Principal, Assistant Principal, Counselor
Total					\$13216	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Horizons Instruction	Small-group and individual instruction using technology	Technology	08/08/2012	05/17/2013	\$3061	K-3 Classroom and All Special Education Teachers; RTI Coordinator; Librarian/Technology Coordinator
Total					\$3061	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Horizons Instruction	Small-group and individual instruction using technology	Technology	08/08/2012	05/17/2013	\$7204	K-3 Classroom and All Special Education Teachers; RTI Coordinator; Librarian/Technology Coordinator
Release Time PD	Provide release time for grade level and/or content area teachers to follow-up, share ideas, and plan for implementation and/or improvement from previous training opportunities.	Professional Learning	08/08/2012	06/28/2013	\$1200	Principals Teachers
Total					\$8404	

Title I Part A

Comprehensive School Improvement Plan

Russell Springs Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Centers	GRREC Curriculum Consultant provided training on the development of literacy centers, scheduling, differentiated instruction, and accelerated learning. An emphasis was placed on fostering literacy independence in primary grades and the five components of literacy (comprehension, phonics, phonemic awareness, vocabulary, fluency).	Direct Instruction	07/25/2012	07/27/2012	\$0	District Curriculum Coordinator, District Assessment Coordinator, RTI Coordinator, K-2 Teachers, Special Education Teachers
6th Grade Targeted Interventions through Cambridge CCR Intervention Program	Teachers will analyze EXPLORE results and intentionally plan to improve skill deficits in reading, math, and science for students scoring below and above benchmark utilizing Cambridge CCR Intervention Program	Academic Support Program	09/10/2012	05/13/2013	\$5000	Principals Counselor 6th Grade teachers
Brigance Screener	The Brigance Screener is administered to all incoming Kindergarten students to identify areas of weakness and/or strengths.	Academic Support Program	08/13/2012	08/17/2012	\$0	Kindergarten Teachers and Assistants, Speech Teacher, District Assessment Coordinator
Literacy Consultants from GRREC	Teachers in Grades K-2 met with District PD and Curriculum Coordinator and the GRREC Literacy Consultants to develop unit plans, common assessments, and standards-based report cards.	Professional Learning	09/04/2012	09/28/2012	\$0	District PD and Curriculum Coordinator, Primary Teachers, Primary Special Education Teachers, RTI Coordinator
Analyzing Stanford 10 NRT	All teachers in grades K-2 analyzed test data identifying areas of needed improvement and developed strategies to increase student performance.	Professional Learning	07/25/2012	07/27/2012	\$0	District Curriculum Coordinator, District Assessment Coordinator, K-2 Regular and Special Education Teachers, RTI Coordinator

Comprehensive School Improvement Plan

Russell Springs Elementary School

RTI Instruction	Students falling below the 15%tile in reading and math are given small group interventions four times per week for 30 minutes per day using researched-based instruction.	Academic Support Program	08/20/2012	04/26/2013	\$0	RTI Coordinator, Classroom Teachers, Assistants
Literacy Night	Parents and students will participate in literacy games that promote student learning. All students will receive a free literature book and literature packet to promote reading at home and at school and public libraries throughout the summer. A free meal will be provided.	Parent Involvement	04/25/2013	04/25/2013	\$2476	All faculty and staff
Math Night	Parents and students participated in research-based math games. Math literature books and math manipulatives were distributed to each student at no cost. A free meal was provided to all.	Parent Involvement	11/15/2012	11/15/2012	\$3035	All Faculty and Staff, Family Resource, Nurses, Cooks, Custodians
Math Night	Parents and students participated in research based math games. Math literature books and math manipulatives were distributed to each student at no cost. A free meal was provided to all.	Parent Involvement	11/15/2012	11/15/2012	\$3035	All faculty and staff
Literacy Night	Parents and students will participate in literacy games that promote student learning. All students will receive a free literature book and literature packet to promote reading at home and at the school and public libraries throughout the summer. A free meal will be provided.	Parent Involvement	04/25/2013	04/25/2013	\$2476	All faculty and staff
Total					\$16022	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Review Item Analysis	Teachers will review the test item analysis with the students to identify distractors and areas of weakness. Teachers can use the tutoring reports to provide small-group instruction where needed.	Academic Support Program	11/19/2012	04/19/2013	\$4200	3rd-5th Grade Regular and Special Education Teachers, Principal, Assistant Principal, Counselor
Total					\$4200	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Russell Springs Elementary School

District Level PLCS	Teachers will collaborate with their colleagues across the district to implement professional development training.	Professional Learning	07/05/2012	06/28/2013	\$3000	District Curriculum Coordinator, District Assessment Coordinator, Principal, Assistant Principal, RTI Coordinator, Counselor, Librarian, K-6 Teachers, All Special Education Teachers, All Activity Teachers
Common Assessments	K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-6 assessments are based on reading and math standards taught during the school year.	Academic Support Program	08/08/2012	05/17/2013	\$7500	All regular classroom teachers and special education teachers; District Curriculum Coordinator
Total					\$10500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
EKU Fluency Program	Students work independently to achieve mastery of basic computational skills. Once a student masters a skill, they progress on to the next skill.	Academic Support Program	08/20/2012	03/29/2013	\$0	RTI Coordinator, 3-6 Classroom Teachers
Parent/Teacher Conferences	Parent and teachers meet one-on-one to discuss the student's current level of performance and strategies to use at home to help foster student learning.	Parent Involvement	11/15/2012	05/17/2013	\$0	All faculty and staff

Comprehensive School Improvement Plan

Russell Springs Elementary School

Flexible Groups within Springboard	Students who fall within the gap group in reading will be placed in flexible groups and will receive extra support within the Springboard program.	Academic Support Program	08/08/2012	05/14/2013	\$0	Assistant Superintendent, District Curriculum Coordinator, 6th Grade Regular and Special Education Teachers
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	04/20/2013	04/20/2013	\$0	Volunteer Teachers, Principal, Assistant Principal, School Resource Officer
Annual Student/Parent One Mile Fun Run	Students and parents will walk/run on a designated one mile course during the school day.	Parent Involvement	10/05/2012	10/05/2012	\$0	P.E. Teachers, Activity Teachers, Principal, Assistant Principal, 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	11/15/2012	05/17/2013	\$0	All faculty and staff
Morning Assembly	Students, faculty, and staff begin their day by meeting in the gym to hear announcements and to reinforce our school-wide expectations (PRIDE).	Behavioral Support Program	11/26/2012	05/17/2013	\$0	All faculty and staff
Prescription for Proficient Paragraphs	Teachers will instruct students in designing paragraphs that will address the situation, audience, purpose, and task of a given writing prompt.	Direct Instruction	08/08/2012	05/14/2013	\$0	Grades 2-6 Regular and Special Education Teachers
Total					\$0	