

# Comprehensive Improvement Plan for Schools

## Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1 (State your proficiency goal): Russell Springs Elementary will increase the reading percentage of students scoring proficient and distinguished from 66.6% to 70.6% and the math percentage of students scoring proficient and distinguished from 63.9% to 67.9% by 2020 as measured by the state assessment.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Russell Springs Elementary will increase the percentage of students scoring proficient and distinguished in reading from 66.6% to 68.6% by 2019	Literacy Enriched Instruction – teachers will use researched based instructional materials designed to strengthen and support basic reading skills	Simple Solutions – teachers use the Simple Solutions resource workbooks to enhance and reinforce reading, science, ELA and social studies basic skills	Classroom formative and summative assessments		Classroom teachers KERA fund- \$11,838.75
	Artful Reading – an innovative approach to blending literacy standards and national arts standards to deepen student learning.	Teacher kit with picture book, supplemental texts, art materials, and lesson plans to deliver the contents of the module	Completion proficiency of rubric		Striving Leaders Comprehensive Literacy Grant To be determined:
	Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms	MAP Assessment – ALL 3-5 students are administered the MAP assessment three times yearly.	Progression of individual data reports		Faculty & Staff District fund - \$6,210
		RTI – RTI interventionists work with students falling below the 20 <sup>th</sup> percentile in reading in small group four times per week for 30 minutes per day using researched-based instruction.	Students set individual goals and are placed in correct instructional groups.		Title I Part A \$22,000 RTI Interventionists, classroom teachers, assistants, ESS daytime waiver teachers

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Technology Rich Instruction – resources used to promote a higher level of student engagement in reading.	Reading Plus – adaptive literacy intervention that develops the fluency, comprehension, and motivation students need to be successful readers.	Level-completed certificates		3 <sup>rd</sup> - 5 <sup>th</sup> grade teachers SCRL fund – \$11,160.00
		Lexia – differentiated literacy instruction for students of all abilities in grades K-5. Provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing teachers with data and student-specific resources they need for individual or small-group instruction.	Level-completed certificates		Classroom Teachers SRCL fund – \$10,400
		Accelerated Reader – School wide mid-year and end-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.	Individual goal setting and AR test results.		RSES Faculty & Staff KERA funds - \$8,682
		STAR Reading – a computer adaptive assessment intervention program that identifies which skills and sub-skills students know, and which skills they’re ready to work on next. Accelerates learning and increases motivation by providing immediate, individualized feedback.	Baseline – beginning of school year reading performance End of year – measure proficiency, growth and mastery of state literacy standards.		Classroom teachers KERA Fund - \$1,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2 Russell Springs Elementary will increase the percentage of students scoring proficient and distinguished in math from 63.9% to 65.9% by 2019	Technology Rich Instruction – resources used to promote a higher level of student engagement in math.	STAR Math – computer adaptive and database helps teachers accurately assess students’ mathematical abilities and the on-line program accelerates learning and increases motivation by providing immediate, individualized feedback.	Individual student level success		Classroom teachers KERA fund- \$1000
		Interactive View-Sonic Board – with multi-point simultaneous touch technology this large-panel display encourages group interaction. A computer based board that allows students a variety of opportunities to be engaged and take part in their own learning process. Can be utilized during small groups where students can play interactive math games, use a variety of interactive manipulatives and allows students to interact and help each other during whole group. Teachers can access any computer-based activity for their classroom based their lesson need.	Classroom teacher assessments/progress reports/quarter report cards		1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> grade math teachers/intermediate special ed. teachers General fund & Special Educ. fund - \$2,400 x 10 = \$24,000

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):*Russell Springs Elementary will increase the overall Separate Academic Indicator from 81.3% to 85.3% by 2020*

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Goal 2 (State your separate academic indicator goal): Russell Springs Elementary will increase the overall Separate Academic Indicator from 81.3% to 85.3% by 2020

- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Russell Springs Elementary Science indicator will increase from 65.1 to 67.1 by 2019	<a href="#">KCWP 4: Review, Analyze and Apply Data</a> – Science teachers will use common assessments to adjust instruction	Classroom teachers will analyze data and determine adjustments for instruction.	Student data proficiency		No funding
	Teachers will use common assessments from Science Weekly to adjust instruction	Science teachers will use assessments from Science Weekly with fidelity.	Proficiency with assessments		KERA fund - \$918.00
	Curriculum alignment throughout all grades.	Create opportunities for inquiry driven instruction through student use of technology as a means of enhancing and deepening literacy instruction			No funding
Objective 2 Russell Springs Elementary social studies indicator will increase from 93.7 to 95.7 by 2019	Plan Instruction and Assessments – Social Studies teacher will develop and implement instruction and assessments	Teachers will administer common formative assessments weekly to bi-weekly to determine mastery of content.	Implementation of educational strategies in the classroom		No funding
	Curriculum alignment throughout all grades.	Differentiated instruction and materials in social studies to allow for continuous progress in terms of literacy as a means of targeting effective strategies.	Implementation of literacy strategies in the classroom		No funding
Objective 3 Russell Springs Elementary writing indicator will increase from 85.1 to 87.1 by 2019	Teachers provide access to grammar and writing instruction for all students in grades K – 5 <sup>th</sup> and identify and address grammar and writing instructional gaps.	Teacher will implement high yield instructional strategies and provide feedback throughout the writing process	Student proficiency of writing genre.		No funding
	Curriculum alignment throughout all grades.	Allow students to integrate technology into inquiry driven	Implementation of literacy strategies in		No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		instruction for showcasing an ability to search, organize, and manipulate information for authentic purposes.	the classroom		
	K – 5 teachers will follow guidelines of District/School Writing Policy which was reviewed and approved by SBDM.	Language Arts teachers in all grade levels will provide exemplary model of writing for student analysis. All teachers will incorporate writing to learn and writing to demonstrate learning opportunities.	Completion of required writing genre.		No funding

### 3: Gap

Goal 3 (State your Gap goal): Russell Springs Elementary will increase the reading percentage of students with disabilities scoring proficient and distinguished from 62.5% to 66.5% and the math percentage of students with disabilities scoring proficient and distinguished from 37.5% to 41.5% by 2020 as measured by the state assessment..

Which <b>Strategy</b> will the district use to address this goal? ( <i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i> )	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? ( <i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> )	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Russell Springs Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 62.5% to 64.5% by	Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms	MAP Assessment – ALL 3-5 students are administered the MAP assessment three times yearly.	Progression of individual data reports		Faculty & Staff District Fund- \$6,210
		RTI – RTI interventionists work with students falling below the 20 <sup>th</sup> percentile in reading in small group four times per week for 30 minutes	Students set individual goals and are placed in correct instructional groups.		Title I Part A \$22,000 RTI Interventionists, classroom teachers,

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
2019		per day using researched-based instruction.			assistants, ESS daytime waiver teachers
	Technology Rich Instruction – resources used to promote a higher level of student engagement in reading.	Lexia – differentiated literacy instruction for students of all abilities in grades K-5. Provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing teachers with data and student-specific resources they need for individual or small-group instruction.	Level completed certificates		Classroom teachers SRCL fund - \$10,400
		STAR Reading – a computer adaptive assessment intervention program that identifies which skills and sub-skills students know, and which skills they’re ready to work on next. Accelerates learning and increases motivation by providing immediate, individualized feedback.	Baseline – beginning of school year reading performance End of year – measure proficiency, growth and mastery of state literacy standards		Classroom teachers District Fund – \$1,000
		Accelerated Reader – School wide mid-year and end-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.	Individual goal setting and AR test results		Faculty & Staff KERA funds – \$8,682
	Design and Deliver Instruction	Regular classroom teachers and special education teachers collaborate to individualize reading instruction for students with disabilities.	Progress monitoring/IEP goal success		Regular Ed teachers/special ed. teachers- No funding required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 2 Russell Springs Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in Math from 37.5% to 39.5% by 2019</p>	<p>Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms</p>	<p>MAP Assessment – ALL 3-5 students are administered the MAP assessment three times yearly.</p>	<p>Progression of individual data reports</p>		<p>Faculty &amp; Staff District Fund-\$6,210</p>
	<p>Technology Rich Instruction – resources used to promote a higher level of student engagement in reading.</p>	<p>RTI – RTI interventionists work with students falling below the 20<sup>th</sup> percentile in math in small group four times per week for 30 minutes per day using researched-based instruction.</p>	<p>Student set individual goals and placed in correct instructional groups</p>		<p>Title I Part A \$22,000 RTI Interventionists, classroom teachers, assistants, ESS daytime waiver teachers</p>
		<p>X-tra Math – 4<sup>th</sup> &amp; 5<sup>th</sup> grade students practice multiplication facts through timed assessments. Fact must be mastered within a 3 second time frame.</p>	<p>Mastery of timed assessments</p>		<p>4<sup>th</sup> &amp; 5<sup>th</sup> grade classroom teachers No funding</p>
		<p>Map Skills – assignments for mastery that check specific standards</p>	<p>Progression of individual data reports</p>		<p>Classroom teachers SRCL fund \$4,475</p>
		<p>Interactive View-Sonic Board – with multi-point simultaneous touch technology this large-panel display encourages group interaction. A computer based board that allows students a variety of opportunities to be engaged and take part in their own learning process. Can be utilized during small groups where students can play interactive math games, use a variety of interactive manipulatives and allows students to interact and help each other during whole group. Teachers can access any computer-based activity for their classroom based their lesson need.</p>	<p>Classroom teacher assessments/progress reports/quarter report cards</p>		<p>3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> grade math teachers/intermediate special ed. teachers General fund-\$2,400 x10 = \$24,000</p>



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Math Whizz – students in 4 <sup>th</sup> grade use this online tutor which assesses individual math skills and presents interactive and animated lessons based on the student’s individual needs.	Individual student level completion and mastery		4 <sup>th</sup> grade math teachers General fund - \$1,980
		Zearn – 3 <sup>rd</sup> grade students work at individual levels of math skills until mastery.  Kahn Academy – teachers of students in 3 <sup>rd</sup> – 5 <sup>th</sup> grades assign specific lessons that check math skills. Students must master those skills or revisit skill until mastery.	Student Mastery of skills  Student Mastery of skills		3 <sup>rd</sup> grade math teachers No funding  3 <sup>rd</sup> – 5 <sup>th</sup> grade math teachers No funding
	Design and Deliver Instruction	Regular classroom teachers and special education teachers collaborate to individualize reading instruction for students with disabilities.	Progress monitoring/IEP goal success		Regular Ed teachers/special ed. teachers- No funding required

#### 4: Growth

Goal 4 (State your Growth goal): Russell Springs Elementary will increase the percentage of students scoring proficient or above from 62.9% to 66.9% by 2020 as measured by the KPREP math assessment.

<p>Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Russell Springs Elementary will increase the percentage of students scoring proficient or above in math from 62.9% to 64.9 % by 2019	Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms	MAP Assessment – ALL 3-5 students are administered the MAP assessment three times yearly.	Progression of individual data reports	September 2018 – April 2019	Faculty & Staff District Fund-\$6,210
		RTI – RTI interventionists work with students falling below the 20 <sup>th</sup> percentile in math in small group four times per week for 30 minutes per day using researched-based instruction.	Student set individual goals and placed in correct instructional groups		Title I Part A \$22,000 RTI Interventionists, classroom teachers, assistants, ESS daytime waiver teachers
	Technology Rich Instruction – resources used to promote a higher level of student engagement in reading.	X-tra Math – 4 <sup>th</sup> & 5 <sup>th</sup> grade students practice multiplication facts through timed assessments. Fact must be mastered within a 3 second time frame.	Mastery of timed assessments		4 <sup>th</sup> & 5 <sup>th</sup> grade classroom teachers No funding
		Map Skills – assignments for mastery that check specific standards	Progression of individual data reports		Classroom teachers SRCL fund \$4,475
		Interactive View-Sonic Board – with multi-point simultaneous touch technology this large-panel display encourages group interaction. A computer based board that allows students a variety of opportunities to be engaged and take part in their own learning process. Can be utilized during small groups where students can play interactive math games, use a variety of interactive manipulatives and allows students to interact and help each other during whole group. Teachers can access any computer-based activity for their classroom based their lesson need.	Classroom teacher assessments/progress reports/quarter report cards		3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> grade math teachers/intermediate special ed. teachers General fund-\$2,400 x10 = \$24,000
		Zearn – 3 <sup>rd</sup> grade students work at	Student Mastery of		3 <sup>rd</sup> grade math

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		individual levels of math skills until mastery.	skills		teachers No funding
		Kahn Academy – teachers of students in 3 <sup>rd</sup> – 5 <sup>th</sup> grades assign specific lessons that check math skills. Students must master those skills or revisit skill until mastery.	Student Mastery of skills		3 <sup>rd</sup> – 5 <sup>th</sup> grade math teachers No funding

5: Transition Readiness

Goal 5 (State your Transition Readiness goal): Russell Springs Elementary will increase transition readiness in reading and math combined for students exiting elementary school from 60.5% to 64.5% as measured by the MAP reading and math assessment by 2020.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
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Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Russell Springs Elementary 5 <sup>th</sup> grade students exiting elementary school will increase in MAP reading assessment from 60.5% to 62.5% by May 2019	Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms	MAP Assessment – ALL 3-5 students are administered the MAP assessment three times yearly.	Progression of individual data reports	September 2018 – April 2019	Faculty & Staff District fund- \$6,210
		RTI – RTI interventionists work with students falling below the 20 <sup>th</sup> percentile in reading in small group four times per week for 30 minutes per day using researched-based instruction.	Student set individual goals and placed in correct instructional groups		Title I Part A \$22,000 RTI Interventionists, classroom teachers, assistants, ESS daytime waiver

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Technology Rich Instruction – resources used to promote a higher level of student engagement in reading.	Lexia – differentiated literacy instruction for students of all abilities in grades K-5. Provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge and providing teachers with data and student-specific resources they need for individual or small-group instruction.	Level completed certificates		teachers Classroom Teachers SRCL fund- \$10,400
		STAR Reading – a computer adaptive assessment intervention program that identifies which skills and sub-skills students know, and which skills they’re ready to work on next. Accelerates learning and increases motivation by providing immediate, individualized feedback.	Baseline – beginning of school year reading performance End of year – measure proficiency, growth and mastery of state literacy standards		Classroom Teachers KERA fund – \$1,000
		Accelerated Reader – School wide mid-year and end-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.	Individual goal setting and AR test results		Faculty & staff KERA funds - \$8,682
	Goal Setting	Teachers meet with students after fall benchmarking to discuss MAP scores and set goals for winter MAP testing. They will then discuss winter MAP scores to set goals for spring MAP testing. Students will track progress with goal setting	Individual student goals met.		5 <sup>th</sup> grade teachers- no funding needed

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 2</b> Russell Springs Elementary students exiting elementary school will increase in Math assessment from 60.6% to 62.6% by May 2019		sheet.			
	Structured System of Benchmarking – teachers use benchmarking data to evaluate the degree to which students have mastered standards in classrooms	MAP Assessment – ALL 3-5 students are administered the MAP assessment three times yearly.	Progression of individual data reports		Faculty & Staff District fund- \$6,210
		RTI – RTI interventionists work with students falling below the 20 <sup>th</sup> percentile in math in small group four times per week for 30 minutes per day using researched-based instruction.	Student set individual goals and placed in correct instructional groups		RTI interventionists, classroom teachers, assistants, ESS daytime waiver teachers Title I Part A \$22,000
	Technology Rich Instruction	Interactive View-Sonic Board – with multi-point simultaneous touch technology this large-panel display encourages group interaction. A computer based board that allows students a variety of opportunities to be engaged and take part in their own learning process. Can be utilized during small groups where students can play interactive math games, use a variety of interactive manipulatives and allows students to interact and help each other during whole group. Teachers can access any computer-based activity for their classroom based their lesson need.	Classroom teacher assessments/progress 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade reports/quarter report cards		3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> grade math teachers/intermediate special ed. teachers General fund- \$2,400 x 10 = \$24,000
		Zearn – 3 <sup>rd</sup> grade students work at individual levels of math skills until mastery.	Student Mastery of skills		3 <sup>rd</sup> grade math teachers No funding
		Kahn Academy – teachers of students in 3 <sup>rd</sup> – 5 <sup>th</sup> grades assign specific lessons that check math skills. Students must master those skills or revisit skill until mastery.	Student Mastery of skills		3 <sup>rd</sup> – 5 <sup>th</sup> grade math teachers No funding



