



# **KDE Comprehensive School Improvement Plan**

**Charles Russell Elementary School**  
**Ashland Independent**

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

The staff and parents at Charles Russell Elementary School believe that it is our mission to provide all of our students with the most caring, positive, nurturing, and academically sound school climate so as to encourage them to reach their highest academic and personal potential, while developing their independent thinking skills, creativity, physical well being and social skills.

Charles Russell Elementary School has approximately 340 students in grades Kindergarten through 6th. Charles Russell Elementary has a total of 14 classroom teachers, 2 special education teachers, 1 speech teacher, and an itinerant staff of counseling, music, art and physical education. Our staff also includes 12 instructional assistants who are vital in the success of our students and school. These instructional assistants work directly with the teachers and students in the classroom to enhance the educational experience. Charles Russell Elementary also employs a full time school health nurse to assist students and staff in school health needs. Charles Russell Elementary has been designated as a school wide Title I school. We continue to implement the Reading Recovery program to target primary students struggling in Reading. Charles Russell also employs 3 certified teachers that address Response to Intervention needs of all student in grades kindergarten through 6th.

Charles Russell is a site based decision making school. Our council is made up of the principal, 3 teachers, and 2 parents. Parents are elected to the council through our school PTO. The PTO is instrumental in providing assistance to our students and special programs at Charles Russell.

## **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 staff and parents of Charles Russell Elementary School believe that it is our mission to provide all students with a caring, positive, nurturing, and academically sound school climate as to encourage them to reach their highest academic and personal potential, while developing their independent thinking skills, creativity, physical well being and social skills.

The faculty and staff at Charles Russell believe that all children can learn. Our school is classified as a Title I School Wide program. This enables us to use Federal Title I money to service all students in our school.

Special Education, Speech, and counseling services provided by both a school counselor as well as a community based Pathways counselor are available to all students to meet their various needs.

Our school continues to implement a Response to Intervention (RTI) program that targets individual student needs in Math and Reading and is staffed by certified teachers.

Our school offers a spring semester Extended School Services (ESS) After School program. All students grades K - 6 are given the opportunity to participate in this program. This program targets individual student needs as well as skills that will prepare them to be successful on required state assessments.

All students have access to services offered via the South Ashland Family Resource Center which is located on the Charles Russell campus.

## **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.**

Over the last several years of KCCT and K-Prep testing, Charles Russell has met all goals as defined by the Kentucky Department of Education as well as No Child Left Behind. Charles Russell has shown continued growth in each of the academic content areas. Since the start of NCLB data collection in the school year 2001 - 2002, Charles Russell has met all 10 out of 10 goals for those students identified as free and reduced as well as students with disabilities. In 2014, 65.1% of Charles Russell students scored at the proficient or distinguished level in reading as compared to 54.7% for the state. In the content area of math, 40.8% of Charles Russell Students scored at the proficient or distinguished level as compared to 49% for the state. This is an area that we continue to focus on with specific job embedded professional development. The spring 2014 K-Prep test results indicate that Charles Russell continues as a Proficient and Progressing school.

## **Additional Information**

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

The staff and SBDM of Charles Russell Elementary have continued to work on analyzing multiple data sources such as MAP scores, common assessment data, daily classroom assessments and state assessment scores. This information allows teachers to focus time and resources in areas of greatest need. Teachers continually evaluate programs as to their effectiveness for student learning. Our Response to Intervention program targets individual student needs based upon these assessments. Communication between classroom teachers and resource staff such as special education and Response to Intervention staff help to ensure that individual student needs are met. Daily collaboration between classroom staff and resource staff ensure that this process is ongoing and up to date.

# **Charles Russell Elementary CSIP 2015**

## Overview

### Plan Name

Charles Russell Elementary CSIP 2015

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the 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: 1 Strategies: 3 Activities: 7	Organizational	\$32800
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 9 Activities: 24	Organizational	\$139400
3	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
4	Increase the percentage of agreement by elementary school repondents on the TELL Survey to the statement "Teachers have sufficient instructional time to meet the needs of all students".	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Charles Russell Elementary from 45.5% in 2013 to 50% by 05/29/2015 as measured by K-Prep tests.

### Strategy 1:

Response to Intervention - Students will be identified for individual and small group interventions in reading and math based upon MAP scores and teacher recommendations. These interventions will be in addition to regular classroom instruction.

Category:

Activity - small group and individual instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon MAP scores and common formative assessments, students will participate in individual and small group lesson in both reading and math that will be facilitated by a certified teacher. Activities will focus on determined student goals.	Academic Support Program	08/12/2013	05/30/2014	\$27000	Title I Schoolwide	Principal, classroom teacher and certified RTI staff.
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in after school academic tutoring based upon individual student needs as determined by MAP scores and classroom teacher recommendation.	Academic Support Program	08/12/2013	05/30/2014	\$4800	District Funding	Principal, teaching staff
Activity - Use of manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use manipulatives such as base ten blocks, fraction pieces and calculators among others to successfully complete assigned problems.	Academic Support Program	08/12/2013	05/30/2014	\$1000	Title I Schoolwide	Classroom teacher, RTI staff, instructional assistants

### Strategy 2:

Review of test data. - The staff of Charles Russell will continue to review test data such as MAP and K-Prep to ensure that classroom instruction as well as school programs are meeting the needs of students and producing outcomes that are consistent with state test expectations.

According to TELL survey results, 59.1% of teachers believe there is an effective process for making group decisions. Input and participation from all staff will ensure that decisions are made with input from all stakeholders.

Category:

## KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Activity - Faculty and PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as a whole staff and in small grade level or content alike groups.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Principal, classroom staff, Itinerant staff, special education staff and RTI staff.

### Strategy 3:

Pilot PGES evaluation system - This strategy will enable both teacher and principal to evaluate teaching strategies used in the classroom. Teachers will be given specific feedback based on a set of standards and demonstrators specific to best teaching practices. This system will incorporate feedback from multiple sources.

Category:

Research Cited: This evaluation system is based upon the Charlotte Danielson work entitled "Framework for Teaching"

Activity - PILOT evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in group discussions on the implementation of the PGES system.	Professional Learning	08/12/2013	05/30/2014	\$0	No Funding Required	Principal, participating teacher, district staff

Activity - Faculty meeting / PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School teaching staff will participate in faculty meetings and PLC meetings focused on the successful implementation of the PGES.	Professional Learning	09/02/2013	05/30/2014	\$0	No Funding Required	Teaching staff, principal

Activity - PGES scale up activities.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in activities that will enhance their knowledge of the PGES system and the expectations for success.	Professional Learning	09/02/2013	05/30/2014	\$0	No Funding Required	Teaching staff, principal

## Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Charles Russell Elementary from 52.1% to 55% by 05/30/2014 as measured by K-Prep.

**KDE Comprehensive School Improvement Plan**

Charles Russell Elementary School

**Strategy 1:**

Implementation of the Common Core Standards - Math and reading curriculum will be based upon adopted Common Core Standards in Reading and Math.

Category:

Activity - Classroom instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will base instruction upon adopted common core standards.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Principal and teaching staff

Activity - computer based instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in computer based instruction such as Math Facts in a Flash and Education City as well as Reading Eggs and Study Island.	Academic Support Program	08/12/2013	05/30/2014	\$3000	Title I Schoolwide, District Funding	Principal, classroom teacher and computer lab instructor.

Activity - Common Core Coach resource material	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Common Core Coach material to prepare students to successfully complete assessment like tasks.	Academic Support Program	08/12/2013	05/30/2014	\$1000	School Council Funds	Principal, classroom teacher, instructional assistant, RTI staff, ESS staff

Activity - Common assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be given at regular intervals to ensure that instruction is moving at an appropriate pace and that required content is being taught.	Direct Instruction	09/02/2013	05/30/2014	\$0	No Funding Required	Teaching staff, principal

**Strategy 2:**

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

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

Charles Russell Elementary School

Kindergarten students will be screened using the Brigance Screen to identify individual student needs.	Academic Support Program	08/12/2013	05/30/2014	\$1000	State Funds	Kindergarten teacher / kindergarten instructional assistant.
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Activity - Dibels Next and Words per Minute fluency assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program	08/12/2013	05/30/2014	\$1000	District Funding	Principal, classroom teacher, instructional assistants and special education staff.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention groups for Reading Recovery. Students will be identified for this group through testing conducted by the Reading Recovery instructor.	Academic Support Program	08/12/2013	05/30/2014	\$45000	State Funds	REading Recovery instructor, classroom teacher.

Activity - Kinder Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergarten students will participate in 3 days of instruction to familiarize them with the school environment as well as opportunites for required screenings to take place.	Direct Instruction	08/05/2013	05/30/2014	\$700	Title I Schoolwide	kindergarten teaching staff, principal

### Strategy 3:

Program Review - Teachers will become familiar with the program review rubrics and the internal process for conducting the program review as to ensure that teachers incorporate a cross curricular approach that will include the content areas of Reading and Math.

Category:

Activity - Faculty, PLC and team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet to discuss program review rubrics and make decisions based on how to ensure a cross curricular approach and determine next steps for continuous improvement.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Principal, classroom staff, support staff.

Activity - Program review team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Program review teams will meet to discuss current status of each program review as determined by the rubrics for each content area.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Principal, classroom staff, team leader, SBDM
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### Strategy 4:

Instructional time - Staff will collaborate to ensure that instructional time is protected and utilized effectively. Itinerant schedules will be done collaboratively with input from staff. TELL survey results indicate that 59.1% of teachers did not feel that there was adequate instructional time to meet the needs of all students. This will ensure that teachers have input in decisions effecting classroom instructional time.

Category:

Activity - Collaborative scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to develop an itinerant schedule that best utilizes instructional time in the classroom which will result in higher agreement to protected instructional time on TELL survey results in 2013.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Principal and scheduling committee
Activity - Collaboration between itinerant staff and classroom staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom staff will collaborate with itinerant staff to develop a cross curricular approach to itinerant class goals.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Principal, classroom staff and itinerant staff.

### Strategy 5:

Reading Recovery - Student in first grade will be identified through Reading Recovery based assessments for possible inclusion into the Reading Recovery program. This program targets those students performing at the lowest level in the class. Students will be given intense one on one instruction by a certified Reading Recovery teacher.

Category:

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One on one intense reading instruction	Academic Support Program	08/12/2013	05/30/2014	\$45000	State Funds	Principal and Reading Recovery instructor.

### Strategy 6:

Professional development - Staff will participate in professional development focused on the areas of writing, English Language Arts and Math. Staff will learn, develop and refine strategies and activities to address the standards for each content area as defined in the Common Core Standards.

Category:

## KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Activity - Writing professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training for teachers in writing focused on activities and strategies that address writing and ELA standards.	Academic Support Program	08/12/2013	05/30/2014	\$5000	District Funding	Angela Hilderbrandt, classroom teacher, principal

Activity - Math professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Math professional development that will focus on strategies that address math Common Core standards	Academic Support Program	08/12/2013	05/30/2014	\$5000	District Funding	Vonda Stamm, Tammy Wall, classroom teaching staff, principal

Activity - Math and ELA network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with staff who are participating in the state Math and ELA networks.	Academic Support Program	08/12/2013	05/30/2014	\$1000	District Funding	School staff who are participants in the Math and ELA networks, teaching staff, principal

### Strategy 7:

Response to Intervention - Small group instruction provided by certified teachers in the areas of Reading and Math. Instructors will work in conjunction with classroom teachers using classroom assessments, common assessments and MAP results to determine student goals.

Category:

Research Cited: Individual and small group instruction using manipulatives and alternate teaching methods.

Activity - direct instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional individual or small group instruction.	Direct Instruction	10/07/2013	05/30/2014	\$30000	Title I Schoolwide	Principal, 3 certified teachers, classroom teaching staff

Activity - Use of manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Students will use manipulatives to enhance and support instruction. This may include base 10 blocks, calculators, computer based programs, counting frames and fraction pieces among others available.	Academic Support Program	08/12/2013	05/30/2014	\$1000	Title I Schoolwide	Classroom teaching staff, RTI staff, principal.
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### Strategy 8:

Review of test data - Teachers will review test data on a regular basis to determine classroom instructional goals as well as student instructional goals.

Category:

Research Cited: Reviewing test data will ensure that required content is being taught and the level of student mastery. This data will drive decisions such as student placement in RTI as well as classroom instructional decisions.

Activity - MAP data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review MAP data 3 times per year as to determine student growth.	Academic Support Program	08/12/2013	05/30/2014	\$0	District Funding	All school staff

Activity - Review of MAP, Common Assessment and classroom assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review available test data to determine student placement in the Response to Intervention program.	Academic Support Program	09/02/2013	05/02/2014	\$0	District Funding	All school staff

### Strategy 9:

Kindergarten readiness - We will provide opportunities, activities and materials that will help prepare kindergarten students to be successful in the kindergarten classroom and beyond.

Category:

Activity - Kinder Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in 3 days of activities that will introduce, acclimate and screen new kindergarten students.	Direct Instruction	08/05/2013	08/07/2013	\$700	Title I Schoolwide	Kiindergarten teaching staff and principal

Activity - Toyota Born Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent will participate in activities that will enable them to help their children be better prepared for school. This is a grant that was awarded to Crabbe Elementary that all parents of the district can attend.	Parent Involvement	08/05/2013	05/30/2014	\$0	No Funding Required	Family Resource Center

Activity - Kindergarten Readiness Packet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Enrolling kindergarten students will be given a readiness packet on the day of their registration. This packet will include flash cards for letters and numbers as well as information on what kindergarten students will be expected to know as they enter kindergarten.	Academic Support Program	05/01/2013	05/30/2014	\$0	District Funding	kindergarten teaching staff, principal and secretary
Activity - Brigance screen	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten student will be given the Brigance Kindergarten screen. This screen will help identify the instructional level of the student.	Academic Support Program	08/05/2013	05/30/2014	\$0	District Funding	Kindergarten teaching staff

### Goal 3: Increase the percentage of effective teachers from \_\_\_% in 2015 to \_\_\_% in 2020

#### Measurable Objective 1:

collaborate to prepare for the implementation of the professional growth and effectiveness system by 07/30/2014 as measured by 100% teacher capacity..

#### Strategy 1:

The principal and teaching staff will participate in learning opportunities that will familiarize each with the roles and responsibilities as they relate to the successful implementation of PGES - Both principals and teaching staff will become familiar with the goals and objectives of the PGES. The principal and teachers will become knowledgeable of all facets of the program including demonstrators, peer reviews, timelines and roles and responsibilities.

Category:

Research Cited: This program is developed and designed using information from the work of Charlotte Danielson.

Activity - Professional learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will successfully complete a certification process using Teachscape.	Policy and Process	07/22/2013	05/30/2014	\$0	District Funding	District, principal
Activity - Professional learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district wide meetings (pilot staff) as well as school faculty and PLC meetings to enhance and further their knowledge base of PGES	Policy and Process	09/02/2013	05/30/2014	\$0	No Funding Required	Teachers, principal
Activity - Scale up activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in activities related to the expectations of the PGES. This would include using CIITS, introduction to the Framework for Teaching and review of the PGES document. Understanding bias, interpretation and evidence will be discussed as well as peer observations.	Policy and Process	08/14/2013	05/30/2014	\$0	No Funding Required	District, principal and teaching staff

**Strategy 2:**

Advertise available teaching positions - Teaching positions will be advertised on the district website as well as the KDE website to ensure that all interested and certified applicants have the opportunity to apply.

Category:

Activity - posting on district and KDE website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All available positions will be posted on the district website as well as the KDE website to ensure that all interested applicants have an opportunity to apply. All certified positions will be posted following district and state guidelines for time and certification.	Policy and Process	07/01/2013	06/30/2014	\$0	District Funding	Superintendent, district personnel specialist and principal

**Goal 4: Increase the percentage of agreement by elementary school respondents on the TELL Survey to the statement "Teachers have sufficient instructional time to meet the needs of all students".**

**Measurable Objective 1:**

collaborate to increase the percentage of agreement by school staff to the statement that Teachers have sufficient instructional time to meet the needs of all students from 77% to 80% by 05/30/2014 as measured by the 2015 TELL survey.

**Strategy 1:**

Collaborative scheduling - Staff will collaborate on the scheduling of itinerant staff and other school activities.

Category:

Activity - Individual classroom information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee made up of representatives of the teaching staff will review individual classroom needs such as reading blocks, itinerant schedules, recess and lunch schedules to inform the scheduling process.	Other	07/15/2013	05/30/2014	\$0	No Funding Required	representative teaching staff and principal

Activity - Itinerant scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The scheduling committee will schedule itinerant staff in a manner that effectively utilizes the time they are assigned to the school. The committee will strive to ensure equitable placement of itinerant time throughout the school week as to ensure balance between morning and evening itinerant time as well as each day of the week.	Academic Support Program	07/15/2013	05/30/2014	\$0	No Funding Required	Scheduling committee and principal.

**KDE Comprehensive School Improvement Plan**

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Activity - Scheduling of activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school SBDM will evaluate field trip opportunities to ensure that they meet academic and school goals.	Other	07/01/2013	07/31/2014	\$0	No Funding Required	SBDM and principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core Coach resource material	Students will use the Common Core Coach material to prepare students to successfully complete assessment like tasks.	Academic Support Program	08/12/2013	05/30/2014	\$1000	Principal, classroom teacher, instructional assistant, RTI staff, ESS staff
<b>Total</b>					\$1000	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	One on one intense reading instruction	Academic Support Program	08/12/2013	05/30/2014	\$45000	Principal and Reading Recovery instructor.
Brigance screen	Kindergarten students will be screened using the Brigance Screen to identify individual student needs.	Academic Support Program	08/12/2013	05/30/2014	\$1000	Kindergarten teacher / kindergarten instructional assistant.
Reading Recovery	Intervention groups for Reading Recovery. Students will be identified for this group through testing conducted by the Reading Recovery instructor.	Academic Support Program	08/12/2013	05/30/2014	\$45000	Reading Recovery instructor, classroom teacher.
<b>Total</b>					\$91000	

### No Funding Required

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

Charles Russell Elementary School

PILOT evaluation	Participation in group discussions on the implementation of the PGES system.	Professional Learning	08/12/2013	05/30/2014	\$0	Principal, participating teacher, district staff
Scheduling of activities	The school SBDM will evaluate field trip opportunities to ensure that they meet academic and school goals.	Other	07/01/2013	07/31/2014	\$0	SBDM and principal
Itinerant scheduling	The scheduling committee will schedule itinerant staff in a manner that effectively utilizes the time they are assigned to the school. The committee will strive to ensure equitable placement of itinerant time throughout the school week as to ensure balance between morning and evening itinerant time as well as each day of the week.	Academic Support Program	07/15/2013	05/30/2014	\$0	Scheduling committee and principal.
Classroom instruction	Teachers will base instruction upon adopted common core standards.	Academic Support Program	08/12/2013	05/30/2014	\$0	Principal and teaching staff
Collaborative scheduling	Staff will work together to develop an itinerant schedule that best utilizes instructional time in the classroom which will result in higher agreement to protected instructional time on TELL survey results in 2013.	Academic Support Program	08/12/2013	05/30/2014	\$0	Principal and scheduling committee
Collaboration between itinerant staff and classroom staff	Classroom staff will collaborate with itinerant staff to develop a cross curricular approach to itinerant class goals.	Academic Support Program	08/12/2013	05/30/2014	\$0	Principal, classroom staff and itinerant staff.
Scale up activities	Teachers will participate in activities related to the expectations of the PGES. This would include using CIITS, introduction to the Framework for Teaching and review of the PGES document. Understanding bias, interpretation and evidence will be discussed as well as peer observations.	Policy and Process	08/14/2013	05/30/2014	\$0	District, principal and teaching staff
Faculty meeting / PLC	School teaching staff will participate in faculty meetings and PLC meetings focused on the successful implementation of the PGES.	Professional Learning	09/02/2013	05/30/2014	\$0	Teaching staff, principal
PGES scale up activities.	Staff will participate in activities that will enhance their knowledge of the PGES system and the expectations for success.	Professional Learning	09/02/2013	05/30/2014	\$0	Teaching staff, principal
Toyota Born Learning	Parent will participate in activities that will enable them to help their children be better prepared for school. This is a grant that was awarded to Crabbe Elementary that all parents of the district can attend.	Parent Involvement	08/05/2013	05/30/2014	\$0	Family Resource Center
Program review team meetings	Program review teams will meet to discuss current status of each program review as determined by the rubrics for each content area.	Academic Support Program	08/12/2013	05/30/2014	\$0	Principal, classroom staff, team leader, SBDM
Individual classroom information	A committee made up of representatives of the teaching staff will review individual classroom needs such as reading blocks, itinerant schedules, recess and lunch schedules to inform the scheduling process.	Other	07/15/2013	05/30/2014	\$0	representative teaching staff and principal

## KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Faculty and PLC meetings	Teachers will meet as a whole staff and in small grade level or content alike groups.	Academic Support Program	08/12/2013	05/30/2014	\$0	Principal, classroom staff, Itinerant staff, special education staff and RTI staff.
Professional learning	Teachers will participate in district wide meetings (pilot staff) as well as school faculty and PLC meetings to enhance and further their knowledge base of PGES	Policy and Process	09/02/2013	05/30/2014	\$0	Teachers, principal
Common assessmenst	Common assessments will be given at regular intervals to ensure that instruction is moving at an appropriate pace and that required content is being taught.	Direct Instruction	09/02/2013	05/30/2014	\$0	Teaching staff, principal
Faculty, PLC and team meetings	Staff will meet to discuss program review rubrics and make decisions based on how to ensure a cross curricular approach and determine next steps for continuous improvement.	Academic Support Program	08/12/2013	05/30/2014	\$0	Principal, classroom staff, support staff.
<b>Total</b>					<b>\$0</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dibels Next and Words per Minute fluency assessment	Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program	08/12/2013	05/30/2014	\$1000	Principal, classroom teacher, instructional assistants and special education staff.
Professional learning	The principal will successfully complete a certification process using Teachscape.	Policy and Process	07/22/2013	05/30/2014	\$0	District, principal
Writing professional development	Provide training for teachers in writing focused on activites and strategies that address writing and ELA standards.	Academic Support Program	08/12/2013	05/30/2014	\$5000	Angela Hilderbrandt, classroom teacher, principal
Kindergarten Readiness Packet	Enrolling kindergarten students will be given a readiness packet on the day of their registration. This packet will include flash cards for letters and numbers as well as information on what kindergarten students will be expected to know as they enter kindergarten.	Academic Support Program	05/01/2013	05/30/2014	\$0	kindergarten teaching staff, principal and secretary

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Math professional development	Teachers will participate in Math professional development that will focus on strategies that address math Common Core standards	Academic Support Program	08/12/2013	05/30/2014	\$5000	Vonda Stamm, Tammy Wall, classroom teaching staff, principal
Review of MAP, Common Assessment and classroom assessments	Staff will review available test data to determine student placement in the Response to Intervention program.	Academic Support Program	09/02/2013	05/02/2014	\$0	All school staff
MAP data review	Staff will review MAP data 3 times per year as to determine student growth.	Academic Support Program	08/12/2013	05/30/2014	\$0	All school staff
ESS	Students will participate in after school academic tutoring based upon individual student needs as determined by MAP scores and classroom teacher recommendation.	Academic Support Program	08/12/2013	05/30/2014	\$4800	Principal, teaching staff
Math and ELA network	Teachers will collaborate with staff who are participating in the state Math and ELA networks.	Academic Support Program	08/12/2013	05/30/2014	\$1000	School staff who are participants in the Math and ELA networks, teaching staff, principal
Brigance screen	Kindergarten student will be given the Brigance Kindergarten screen. This screen will help identify the instructional level of the student.	Academic Support Program	08/05/2013	05/30/2014	\$0	Kindergarten teaching staff
computer based instruction	Students will participate in computer based instruction such as Math Facts in a Flash and Education City as well as Reading Eggs and Study Island.	Academic Support Program	08/12/2013	05/30/2014	\$2000	Principal, classroom teacher and computer lab instructor.
posting on district and KDE website	All available positions will be posted on the district website as well as the KDE website to ensure that all interested applicants have an opportunity to apply. All certified positions will be posted following district and state guidelines for time and certification.	Policy and Process	07/01/2013	06/30/2014	\$0	Superintendent, district personnel specialist and principal
<b>Total</b>					<b>\$18800</b>	

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
small group and individual instruction	Based upon MAP scores and common formative assessments, students will participate in individual and small group lesson in both reading and math that will be facilitated by a certified teacher. Activities will focus on determined student goals.	Academic Support Program	08/12/2013	05/30/2014	\$27000	Principal, classroom teacher and certified RTI staff.

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Use of manipulatives	Students will use manipulatives such as base ten blocks, fraction pieces and calculators among others to successfully complete assigned problems.	Academic Support Program	08/12/2013	05/30/2014	\$1000	Classroom teacher, RTI staff, instructional assistants
computer based instruction	Students will participate in computer based instruction such as Math Facts in a Flash and Education City as well as Reading Eggs and Study Island.	Academic Support Program	08/12/2013	05/30/2014	\$1000	Principal, classroom teacher and computer lab instructor.
Use of manipulatives	Students will use manipulatives to enhance and support instruction. This may include base 10 blocks, calculators, computer based programs, counting frames and fraction pieces among others available.	Academic Support Program	08/12/2013	05/30/2014	\$1000	Classroom teaching staff, RTI staff, principal.
direct instruction	Additional individual or small group instruction.	Direct Instruction	10/07/2013	05/30/2014	\$30000	Principal, 3 certified teachers, classroom teaching staff
Kinder Camp	Students will participate in 3 days of activities that will introduce, acclimate and screen new kindergarten students.	Direct Instruction	08/05/2013	08/07/2013	\$700	Kindergarten teaching staff and principal
Kinder Camp	Incoming kindergarten students will participate in 3 days of instruction to familiarize them with the school environment as well as opportunities for required screenings to take place.	Direct Instruction	08/05/2013	05/30/2014	\$700	kindergarten teaching staff, principal
<b>Total</b>					\$61400	

# **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?**

Through ongoing data analysis, we hope to determine how well our students are performing on state mandated test. This analysis would include determining the levels at which each of our sub groups are performing. Are we on track to meet testing goals as determined by K-Prep? We will also determine if we are showing continued student growth in all academic areas.

Current evidence indicates that student growth has declined but continued growth in achievement is occurring. Even though the student growth percentile dropped slightly, Charles Russell continues to show high percentages in this area. Our current scores place us at the 70% among all Kentucky elementary schools. Data also indicates that we need to continue to focus intervention work on our sub group of "students with disabilities". Data indicates that our focus on students with disabilities has show positive results.

## **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?**

The growth score for Charles Russell continues to be an area of strength as indicated by K-Prep scores. We will continue to implement strategies learned from professional development activities such as Angela Hildebrandt writing strategies to Vonda Stamm Math activities to enhance classroom instruction. Teachers will continue to participate in network sessions in ELA and Math. We will continue to administer common assessments that focus on student learning and improvement of lesson delivery. As a school, we will continue with our Response to Intervention program that will be data driven and focus on individual student needs. This program will continue to focus on struggling students individual needs in reading and math in grades K - 6. We celebrate the schools continued success in state required assessments. Since the implementation of KERA, Charles Russell has continued to meet all goals set forth by state testing guidelines as this years K-Prep results rank our school in the 70th percentile as well as a designation as a proficient and progressing school. We will continue to review strategies in place to ensure that students continue to have all opportunities to be successful.

## **Opportunities for Improvement**

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

The area of greatest need for improvement is in Gap reduction. K-Prep scores indicate that 27.4% of Charles Russell students in the Nonduplicated gap group scored at a proficient / distinguished level. We will continue to review data a consistent basis to ensure that program goals are meeting student needs. Data on individual students will drive decisions for Response to Intervention and possible referral for special education services. Continued collaboration between resource personnel such as special education and Response to Intervention staff and classroom staff will ensure that student goals match classroom needs.

## **Conclusion**

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

Charles Russell Elementary will continue to review data for program improvement as well as to identify individual student needs. We will continue to administer MAP assessments as well as common formative assessments to measure student achievement on a regular basis throughout the school year. This will also allow for evaluation of classroom teaching procedures.

Staff will continue to participate in job embedded professional development with an emphasis on writing, English language arts and math instruction. Administration will conduct instructional rounds to ensure that best practices are taking place in the classrooms.

The Response to Intervention program will continue to evaluate students on an individual basis using assessments such as MAP and the classroom common formative assessments to drive instructional decisions for both the classroom as a whole and for the individual student.

# **The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

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

The stakeholders that were engaged in developing this plan included parents, staff, SBDM council members and central office staff members.

## Relationship Building

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

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

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

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

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

## Communications

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

Overall Rating: 2.71

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

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

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

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

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

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

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

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

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

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

## Advocacy

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

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

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

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

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

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

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

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

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

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## **Reflection**

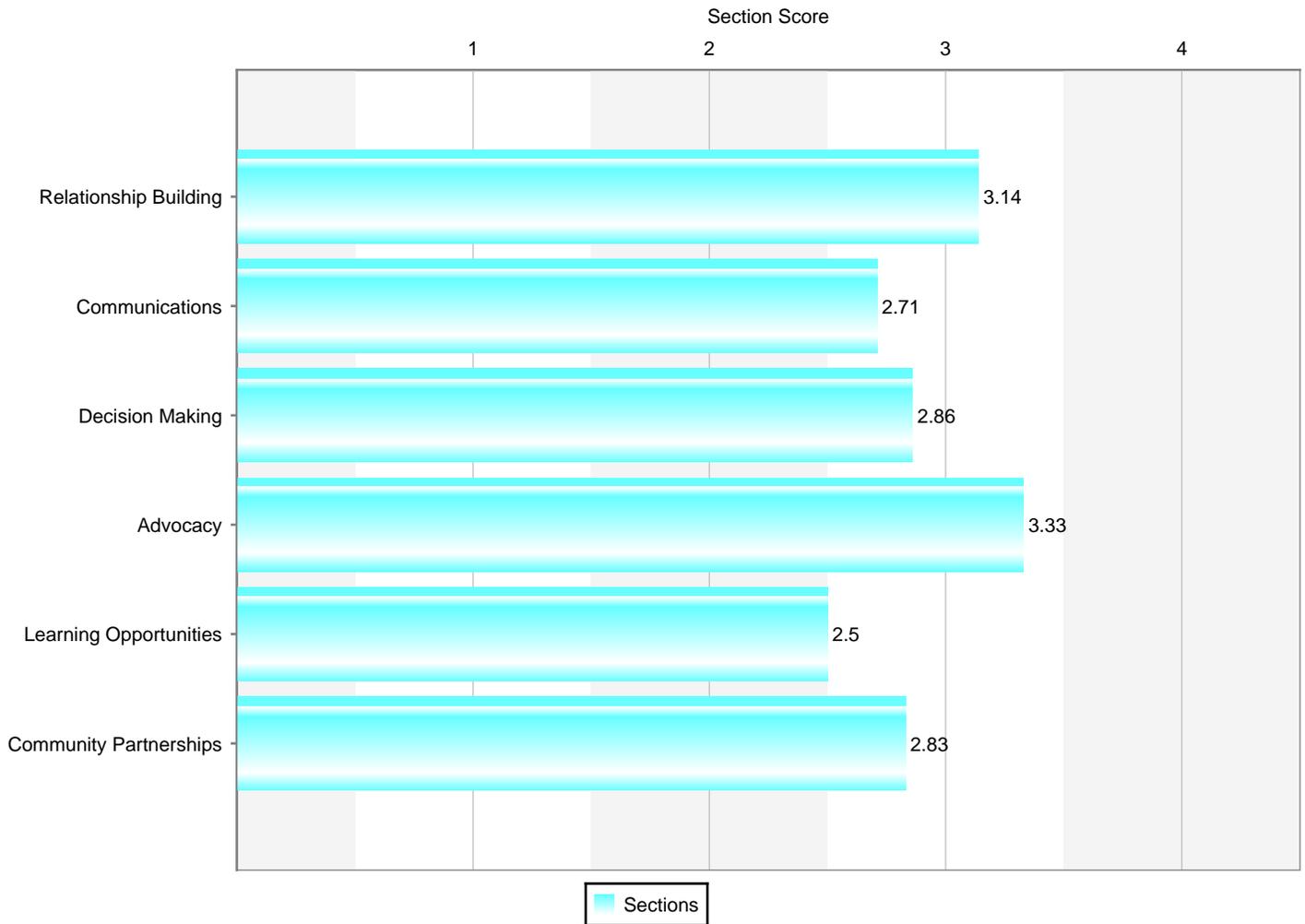
Reflect upon your responses to each of the Missing Piece objectives.

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

The staff at Charles Russell is consistently looking for ways to improve student achievement and parent / stakeholder involvement. Active lines of communication through email, newsletters, PTO, and SBDM meetings help to ensure that information is disseminated as efficiently as possible. We strive to utilize the South Ashland Family Resource Center to its fullest to meet the academic as well as the social emotional needs of students as well as offering services to help equip parents to better meet the needs of their children. Through collaboration with the school Parent Teacher Organization and the school site based council, we hope to share information and build relationships with parents / guardians and community members to ensure that student needs are met.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The Charles Russell Elementary improvement plan was developed with the help of staff, parents, and the South Ashland Family Resource Center. All school teaching staff were included in the development process. Parents were included in the process through the communication between SBDM parent members and the parents in general. The South Ashland Family Resource Center director contributes information gathered from parent / guardian surveys.

Faculty meetings were scheduled after school hours as well as SBDM meetings being scheduled at 5:30 PM to allow for working parents to attend meetings. The resource center participates during the faculty meetings and after school activities.

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

The representations from the stakeholder groups included all grade levels Kindergarten through 6th grade with specialties in all academic areas. The school staff also included itinerant and resource staff. Their responsibilities included ensuring that classroom needs were expressed in an accurate way and that those resources and processes put in place directly and efficiently addressed school needs as identified.

Parent members were members of the Site Based Council that were elected by the parents of the school. They were instrumental in conveying parent / guardian opinions and concerns to the committee. They represented the ears and the voice of our school parent population

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

The final plan was discussed during the December SBDM meeting. The meeting was announced through the One Call system to notify all stakeholders of the discussion. The school improvement plan will be placed on the SBDM agenda each month with updates regularly given concerning the implementation of the plan.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Response To Intervention program that targets individual student needs based upon a variety of sources of data.	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	No	NA	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

**KDE Comprehensive School Improvement Plan**

Charles Russell Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	WatchDogs - Dads of Great Students male figure involvement program. Parent Involvement night in conjunction with teh South Ashland Family Resource Center	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Angela Hilderbrandt - Writing Vonda Stamm / Tammy Whal math activities / RTI strategies.	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	NA Schoolwide Title I	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	NA Schoolwide Title I	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	NA Schoolwide Title I	

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	NA Schoolwide Title I	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Response to Intervention programs Extended School Services	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	NA Schoolwide Title I	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	NA Schoolwide Title I	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	NA Schoolwide Title I	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	NA Schoolwide Title I	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	NA Schoolwide Title I	

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	NA Schoolwide Title I	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	No	NA Schoolwide Title I	

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

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

Charles Russell Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	NA Schoolwide Title I	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	NA Schoolwide Title I	

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

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

# **Compliance and Accountability - Elementary Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**  
Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math K-Prep scores for Charles Russell Elementary from 53.75% to 55% by 05/29/2015 as measured by K-Prep.

**Strategy1:**  
Instructional time - Staff will collaborate to ensure that instructional time is protected and utilized effectively. Itinerant schedules will be done collaboratively with input from staff. TELL survey results indicate that 59.1% of teachers did not feel that there was adequate instructional time to meet the needs of all students. This will ensure that teachers have input in decisions effecting classroom instructional time.

Category:  
Research Cited:

Activity - Collaborative scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work together to develop an itinerant schedule that best utilizes instructional time in the classroom which will result in higher agreement to protected instructional time on TELL survey results in 2013.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal and scheduling committee

Activity - Collaboration between itinerant staff and classroom staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom staff will collaborate with itinerant staff to develop a cross curricular approach to itinerant class goals.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff and itinerant staff.

**Narrative:**  
The staff will work collaboratively to ensure that instructional time is protected. This will be accomplished by a schedule committee that will be comprised of various members from the classroom, resource, and itinerant staff with final approval of schedules by the SBDM.

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

## Goal 1:

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

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Charles Russell Elementary from 40% in 2014 to 50% by 05/29/2015 as measured by K-Prep tests.

## Strategy1:

Response to Intervention - Students will be identified for individual and small group interventions in reading and math based upon MAP scores and teacher recommendations. These interventions will be in addition to regular classroom instruction.

Category:

Research Cited:

Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives such as base ten blocks, fraction pieces and calculators among others to successfully complete assigned problems.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - Title I Schoolwide	Classroom teacher, RTI staff, instructional assistants

Activity - small group and individual instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon MAP scores and common formative assessments, students will participate in individual and small group lesson in both reading and math that will be facilitated by a certified teacher. Activities will focus on determined student goals.	Academic Support Program			08/13/2014	05/29/2015	\$27000 - Title I Schoolwide	Principal, classroom teacher and certified RTI staff.

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in after school academic tutoring based upon individual student needs as determined by MAP scores and classroom teacher recommendation.	Academic Support Program			08/13/2014	05/29/2015	\$4800 - District Funding	Principal, teaching staff

## Strategy2:

Review of test data. - The staff of Charles Russell will continue to review test data such as MAP and K-Prep to ensure that classroom instruction as well as school programs are meeting the needs of students and producing outcomes that are consistent with state test expectations.

According to TELL survey results, 59.1% of teachers believe there is an effective process for making group decisions. Input and participation from all staff will ensure that decisions are made with input from all stakeholders.

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Category:

Research Cited:

Activity - Faculty and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a whole staff and in small grade level or content alike groups.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, Itinerant staff, special education staff and RTI staff.

## Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Charles Russell Elementary from 53.75% to 55% by 05/29/2015 as measured by K-Prep.

### Strategy1:

Implementation of the Common Core Standards - Math and reading curriculum will be based upon adopted Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - Classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base instruction upon adopted common core standards.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal and teaching staff

Activity - computer based instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Math Facts in a Flash and Education City as well as Reading Eggs and Study Island.	Academic Support Program			08/13/2014	05/29/2015	\$2000 - District Funding \$1000 - Title I Schoolwide	Principal, classroom teacher and computer lab instructor.

Activity - Common Core Coach resource material	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Common Core Coach material to prepare students to successfully complete assessment like tasks.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - School Council Funds	Principal, classroom teacher, instructional assistant, RTI staff, ESS staff

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Activity - Common assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be given at regular intervals to ensure that instruction is moving at an appropriate pace and that required content is being taught.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Teaching staff, principal

## Strategy2:

Instructional time - Staff will collaborate to ensure that instructional time is protected and utilized effectively. Itinerant schedules will be done collaboratively with input from staff. TELL survey results indicate that 59.1% of teachers did not feel that there was adequate instructional time to meet the needs of all students. This will ensure that teachers have input in decisions effecting classroom instructional time.

Category:

Research Cited:

Activity - Collaboration between itinerant staff and classroom staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom staff will collaborate with itinerant staff to develop a cross curricular approach to itinerant class goals.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff and itinerant staff.

Activity - Collaborative scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work together to develop an itinerant schedule that best utilizes instructional time in the classroom which will result in higher agreement to protected instructional time on TELL survey results in 2013.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal and scheduling committee

## Strategy3:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Dibels Next and Words per Minute fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/12/2013	05/30/2014	\$1000 - District Funding	Principal, classroom teacher, instructional assistants and special education staff.

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention groups for Reading Recovery. Students will be identified for this group through testing conducted by the Reading Recovery instructor.	Academic Support Program			08/13/2014	05/29/2015	\$45000 - State Funds	REading Recovery instructor, classroom teacher.

Activity - Brigance screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will be screened using the Brigance Screen to identify individual student needs.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - State Funds	Kindergarten teacher / kindergarten instructional assistant.

## Strategy4:

Program Review - Teachers will become familiar with the program review rubrics and the internal process for conducting the program review as to ensure that teachers incorporate a cross curricular approach that will include the content areas of Reading and Math.

Category:

Research Cited:

Activity - Program review team meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet to discuss current status of each program review as determined by the rubrics for each content area.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, team leader, SBDM

Activity - Faculty, PLC and team meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet to discuss program review rubrics and make decisions based on how to ensure a cross curricular approach and determine next steps for continuous improvement.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, support staff.

## Strategy5:

Reading Recovery - Student is first grade will be identified through Reading Recovery based assessments for possible inclusion into teh Reading Recovery program. This program targets those students performing at the lowest level in the class. Students will be given intense one on one instruction by a certified Reading Recovery teacher.

Category:

Research Cited:

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One on one intense reading instruction	Academic Support Program			08/13/2014	05/29/2015	\$45000 - State Funds	Principal and Reading Recovery instructor.

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

## Strategy6:

Response to Intervention - Small group instruction provided by certified teachers in the areas of Reading and Math. Instructors will work in conjunction with classroom teachers using classroom assessments, common assessments and MAP results to determine student goals.

Category:

Research Cited: Individual and small group instruction using manipulatives and alternate teaching methods.

Activity - direct instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional individual or small group instruction.	Direct Instruction			08/13/2014	05/29/2015	\$30000 - Title I Schoolwide	Principal, 3 certified teachers, classroom teaching staff

Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives to enhance and support instruction. This may include base 10 blocks, calculators, computer based programs, counting frames and fraction pieces among others available.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - Title I Schoolwide	Classroom teaching staff, RTI staff, principal.

## Strategy7:

Review of test data - Teachers will review test data on a regular basis to determine classroom instructional goals as well as student instructional goals.

Category:

Research Cited: Reviewing test data will ensure that required content is being taught and the level of student mastery. This data will drive decisions such as student placement in RTI as well as classroom instructional decisions.

Activity - Review of MAP, Common Assessment and classroom assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review available test data to determine student placement in the Response to Intervention program.	Academic Support Program			08/13/2014	05/29/2015	\$0 - District Funding	All school staff

Activity - MAP data review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review MAP data 3 times per year as to determine student growth.	Academic Support Program			08/13/2014	05/29/2015	\$0 - District Funding	All school staff

## Strategy8:

Professional development - Staff will participate in professional development focused on the areas of writing, English Language Arts and Math. Staff will learn, develop and refine strategies and activities to address the standards for each content area as defined in the Common Core Standards.

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Category:

Research Cited:

Activity - Math and ELA network	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with staff who are participating in the state Math and ELA networks.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - District Funding	School staff who are participants in the Math and ELA networks, teaching staff, principal

Activity - Math professional development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Math professional development that will focus on strategies that address math Common Core standards	Academic Support Program			08/13/2014	05/29/2015	\$5000 - District Funding	Vonda Stamm, Tammy Wall, classroom teaching staff, principal

Activity - Writing professional development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training for teachers in writing focused on activities and strategies that address writing and ELA standards.	Academic Support Program			08/13/2014	05/29/2015	\$5000 - District Funding	Angela Hilderbrandt, classroom teacher, principal

All children were screened for kindergarten readiness.

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

## Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Charles Russell Elementary from 53.75% to 55% by 05/29/2015 as measured by K-Prep.

## Strategy1:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Activity - Kinder Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will participate in 3 days of instruction to familiarize them with the school environment as well as opportunities for required screenings to take place.	Direct Instruction			08/13/2014	05/29/2015	\$700 - Title I Schoolwide	kindergarten teaching staff, principal

Activity - Dibels Next and Words per Minute fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/12/2013	05/30/2014	\$1000 - District Funding	Principal, classroom teacher, instructional assistants and special education staff.

Activity - Brigance screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will be screened using the Brigance Screen to identify individual student needs.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - State Funds	Kindergarten teacher / kindergarten instructional assistant.

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention groups for Reading Recovery. Students will be identified for this group through testing conducted by the Reading Recovery instructor.	Academic Support Program			08/13/2014	05/29/2015	\$45000 - State Funds	REading Recovery instructor, classroom teacher.

## Strategy2:

Kindergarten readiness - We will provide opportunities, activities and materials that will help prepare kindergarten students to be successful in the kindergarten classroom and beyond.

Category:

Research Cited:

Activity - Brigance screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten student will be given the Brigance Kindergarten screen. This screen will help identify the instructional level of the student.	Academic Support Program			08/13/2014	05/29/2015	\$0 - District Funding	Kindergarten teaching staff

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Activity - Kindergarten Readiness Packet	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrolling kindergarten students will be given a readiness packet on the day of their registration. This packet will include flash cards for letters and numbers as well as information on what kindergarten students will be expected to know as they enter kindergarten.	Academic Support Program			08/01/2014	05/29/2015	\$0 - District Funding	kindergarten teaching staff, principal and secretary

Activity - Kinder Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in 3 days of activities that will introduce, acclimate and screen new kindergarten students.	Direct Instruction			08/13/2014	05/29/2015	\$700 - Title I Schoolwide	Kiindergarten teaching staff and principal

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready**

**Goal 1:**  
Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math K-Prep scores for Charles Russell Elementary from 53.75% to 55% by 05/29/2015 as measured by K-Prep.

**Strategy1:**  
Kindergarten readiness - We will provide opportunities, activities and materials that will help prepare kindergarten students to be successful in the kindergarten classroom and beyond.

Category:

Research Cited:

Activity - Kindergarten Readiness Packet	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrolling kindergarten students will be given a readiness packet on the day of their registration. This packet will include flash cards for letters and numbers as well as information on what kindergarten students will be expected to know as they enter kindergarten.	Academic Support Program			08/01/2014	05/29/2015	\$0 - District Funding	kindergarten teaching staff, principal and secretary

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Activity - Kinder Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in 3 days of activities that will introduce, acclimate and screen new kindergarten students.	Direct Instruction			08/13/2014	05/29/2015	\$700 - Title I Schoolwide	Kindergarten teaching staff and principal

Activity - Brigance screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten student will be given the Brigance Kindergarten screen. This screen will help identify the instructional level of the student.	Academic Support Program			08/13/2014	05/29/2015	\$0 - District Funding	Kindergarten teaching staff

## Strategy2:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention groups for Reading Recovery. Students will be identified for this group through testing conducted by the Reading Recovery instructor.	Academic Support Program			08/13/2014	05/29/2015	\$45000 - State Funds	Reading Recovery instructor, classroom teacher.

Activity - Kinder Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will participate in 3 days of instruction to familiarize them with the school environment as well as opportunities for required screenings to take place.	Direct Instruction			08/13/2014	05/29/2015	\$700 - Title I Schoolwide	kindergarten teaching staff, principal

Activity - Dibels Next and Words per Minute fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/12/2013	05/30/2014	\$1000 - District Funding	Principal, classroom teacher, instructional assistants and special education staff.

Activity - Brigance screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will be screened using the Brigance Screen to identify individual student needs.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - State Funds	Kindergarten teacher / kindergarten instructional assistant.

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

## Goal 1:

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

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Charles Russell Elementary from 40% in 2014 to 50% by 05/29/2015 as measured by K-Prep tests.

## Strategy1:

Response to Intervention - Students will be identified for individual and small group interventions in reading and math based upon MAP scores and teacher recommendations. These interventions will be in addition to regular classroom instruction.

Category:

Research Cited:

Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives such as base ten blocks, fraction pieces and calculators among others to successfully complete assigned problems.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - Title I Schoolwide	Classroom teacher, RTI staff, instructional assistants

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in after school academic tutoring based upon individual student needs as determined by MAP scores and classroom teacher recommendation.	Academic Support Program			08/13/2014	05/29/2015	\$4800 - District Funding	Principal, teaching staff

Activity - small group and individual instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon MAP scores and common formative assessments, students will participate in individual and small group lesson in both reading and math that will be facilitated by a certified teacher. Activities will focus on determined student goals.	Academic Support Program			08/13/2014	05/29/2015	\$27000 - Title I Schoolwide	Principal, classroom teacher and certified RTI staff.

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

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## Strategy2:

Review of test data. - The staff of Charles Russell will continue to review test data such as MAP and K-Prep to ensure that classroom instruction as well as school programs are meeting the needs of students and producing outcomes that are consistent with state test expectations.

According to TELL survey results, 59.1% of teachers believe there is an effective process for making group decisions. Input and participation from all staff will ensure that decisions are made with input from all stakeholders.

Category:

Research Cited:

Activity - Faculty and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a whole staff and in small grade level or content alike groups.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, Itinerant staff, special education staff and RTI staff.

## Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Charles Russell Elementary from 53.75% to 55% by 05/29/2015 as measured by K-Prep.

## Strategy1:

Reading Recovery - Student in first grade will be identified through Reading Recovery based assessments for possible inclusion into the Reading Recovery program. This program targets those students performing at the lowest level in the class. Students will be given intense one on one instruction by a certified Reading Recovery teacher.

Category:

Research Cited:

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One on one intense reading instruction	Academic Support Program			08/13/2014	05/29/2015	\$45000 - State Funds	Principal and Reading Recovery instructor.

## Strategy2:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

Activity - Kinder Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will participate in 3 days of instruction to familiarize them with the school environment as well as opportunities for required screenings to take place.	Direct Instruction			08/13/2014	05/29/2015	\$700 - Title I Schoolwide	kindergarten teaching staff, principal

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention groups for Reading Recovery. Students will be identified for this group through testing conducted by the Reading Recovery instructor.	Academic Support Program			08/13/2014	05/29/2015	\$45000 - State Funds	REading Recovery instructor, classroom teacher.

Activity - Brigance screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will be screened using the Brigance Screen to identify individual student needs.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - State Funds	Kindergarten teacher / kindergarten instructional assistant.

Activity - Dibels Next and Words per Minute fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/12/2013	05/30/2014	\$1000 - District Funding	Principal, classroom teacher, instructional assistants and special education staff.

### Strategy3:

Implementation of the Common Core Standards - Math and reading curriculum will be based upon adopted Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - computer based instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Math Facts in a Flash and Education City as well as Reading Eggs and Study Island.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - Title I Schoolwide \$2000 - District Funding	Principal, classroom teacher and computer lab instructor.

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Activity - Common assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be given at regular intervals to ensure that instruction is moving at an appropriate pace and that required content is being taught.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Teaching staff, principal

Activity - Common Core Coach resource material	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Common Core Coach material to prepare students to successfully complete assessment like tasks.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - School Council Funds	Principal, classroom teacher, instructional assistant, RTI staff, ESS staff

Activity - Classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base instruction upon adopted common core standards.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal and teaching staff

#### Strategy4:

Review of test data - Teachers will review test data on a regular basis to determine classroom instructional goals as well as student instructional goals.

Category:

Research Cited: Reviewing test data will ensure that required content is being taught and the level of student mastery. This data will drive decisions such as student placement in RTI as well as classroom instructional decisions.

Activity - MAP data review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review MAP data 3 times per year as to determine student growth.	Academic Support Program			08/13/2014	05/29/2015	\$0 - District Funding	All school staff

Activity - Review of MAP, Common Assessment and classroom assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review available test data to determine student placement in the Response to Intervention program.	Academic Support Program			08/13/2014	05/29/2015	\$0 - District Funding	All school staff

#### Strategy5:

Program Review - Teachers will become familiar with the program review rubrics and the internal process for conducting the program review as to ensure that teachers incorporate a cross curricular approach that will include the content areas of Reading and Math.

Category:

Research Cited:

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Charles Russell Elementary School

Activity - Program review team meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet to discuss current status of each program review as determined by the rubrics for each content area.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, team leader, SBDM

Activity - Faculty, PLC and team meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet to discuss program review rubrics and make decisions based on how to ensure a cross curricular approach and determine next steps for continuous improvement.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, support staff.

## Strategy6:

Instructional time - Staff will collaborate to ensure that instructional time is protected and utilized effectively. Itinerant schedules will be done collaboratively with input from staff. TELL survey results indicate that 59.1% of teachers did not feel that there was adequate instructional time to meet the needs of all students. This will ensure that teachers have input in decisions effecting classroom instructional time.

Category:

Research Cited:

Activity - Collaborative scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work together to develop an itinerant schedule that best utilizes instructional time in the classroom which will result in higher agreement to protected instructional time on TELL survey results in 2013.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal and scheduling committee

Activity - Collaboration between itinerant staff and classroom staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom staff will collaborate with itinerant staff to develop a cross curricular approach to itinerant class goals.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff and itinerant staff.

## Strategy7:

Professional development - Staff will participate in professional development focused on the areas of writing, English Language Arts and Math. Staff will learn, develop and refine strategies and activities to address the standards for each content area as defined in the Common Core Standards.

Category:

Research Cited:

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Charles Russell Elementary School

Activity - Math and ELA network	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with staff who are participating in the state Math and ELA networks.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - District Funding	School staff who are participants in the Math and ELA networks, teaching staff, principal

Activity - Math professional development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Math professional development that will focus on strategies that address math Common Core standards	Academic Support Program			08/13/2014	05/29/2015	\$5000 - District Funding	Vonda Stamm, Tammy Wall, classroom teaching staff, principal

Activity - Writing professional development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training for teachers in writing focused on activities and strategies that address writing and ELA standards.	Academic Support Program			08/13/2014	05/29/2015	\$5000 - District Funding	Angela Hilderbrandt, classroom teacher, principal

## Strategy8:

Response to Intervention - Small group instruction provided by certified teachers in the areas of Reading and Math. Instructors will work in conjunction with classroom teachers using classroom assessments, common assessments and MAP results to determine student goals.

Category:

Research Cited: Individual and small group instruction using manipulatives and alternate teaching methods.

Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives to enhance and support instruction. This may include base 10 blocks, calculators, computer based programs, counting frames and fraction pieces among others available.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - Title I Schoolwide	Classroom teaching staff, RTI staff, principal.

Activity - direct instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional individual or small group instruction.	Direct Instruction			08/13/2014	05/29/2015	\$30000 - Title I Schoolwide	Principal, 3 certified teachers, classroom teaching staff

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

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

# KDE Comprehensive School Improvement Plan

Charles Russell Elementary School

66.5% in 2017

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Charles Russell Elementary from 40% in 2014 to 50% by 05/29/2015 as measured by K-Prep tests.

## Strategy1:

Response to Intervention - Students will be identified for individual and small group interventions in reading and math based upon MAP scores and teacher recommendations. These interventions will be in addition to regular classroom instruction.

Category:

Research Cited:

Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives such as base ten blocks, fraction pieces and calculators among others to successfully complete assigned problems.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - Title I Schoolwide	Classroom teacher, RTI staff, instructional assistants

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in after school academic tutoring based upon individual student needs as determined by MAP scores and classroom teacher recommendation.	Academic Support Program			08/13/2014	05/29/2015	\$4800 - District Funding	Principal, teaching staff

Activity - small group and individual instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon MAP scores and common formative assessments, students will participate in individual and small group lesson in both reading and math that will be facilitated by a certified teacher. Activities will focus on determined student goals.	Academic Support Program			08/13/2014	05/29/2015	\$27000 - Title I Schoolwide	Principal, classroom teacher and certified RTI staff.

## Strategy2:

Review of test data. - The staff of Charles Russell will continue to review test data such as MAP and K-Prep to ensure that classroom instruction as well as school programs are meeting the needs of students and producing outcomes that are consistent with state test expectations.

According to TELL survey results, 59.1% of teachers believe there is an effective process for making group decisions. Input and participation from all staff will ensure that decisions are made with input from all stakeholders.

Category:

Research Cited:

SY 2014-2015

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Activity - Faculty and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a whole staff and in small grade level or content alike groups.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, Itinerant staff, special education staff and RTI staff.

**Goal 2:**  
Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

**Measurable Objective 1:**  
collaborate to increase the average combined reading and math K-Prep scores for Charles Russell Elementary from 53.75% to 55% by 05/29/2015 as measured by K-Prep.

**Strategy1:**  
Response to Intervention - Small group instruction provided by certified teachers in the areas of Reading and Math. Instructors will work in conjunction with classroom teachers using classroom assessment, common assessments and MAP results to determine student goals.  
Category:  
Research Cited: Individual and small group instruction using manipulatives and alternate teaching methods.

Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives to enhance and support instruction. This may include base 10 blocks, calculators, computer based programs, counting frames and fraction pieces among others available.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - Title I Schoolwide	Classroom teaching staff, RTI staff, principal.

Activity - direct instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional individual or small group instruction.	Direct Instruction			08/13/2014	05/29/2015	\$30000 - Title I Schoolwide	Principal, 3 certified teachers, classroom teaching staff

**Strategy2:**  
Implementation of the Common Core Standards - Math and reading curriculum will be based upon adopted Common Core Standards in Reading and Math.  
Category:  
Research Cited:

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Charles Russell Elementary School

Activity - Common Core Coach resource material	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Common Core Coach material to prepare students to successfully complete assessment like tasks.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - School Council Funds	Principal, classroom teacher, instructional assistant, RTI staff, ESS staff

Activity - Classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base instruction upon adopted common core standards.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal and teaching staff

Activity - Common assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be given at regular intervals to ensure that instruction is moving at an appropriate pace and that required content is being taught.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Teaching staff, principal

Activity - computer based instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Math Facts in a Flash and Education City as well as Reading Eggs and Study Island.	Academic Support Program			08/13/2014	05/29/2015	\$1000 - Title I Schoolwide \$2000 - District Funding	Principal, classroom teacher and computer lab instructor.

### Strategy3:

Review of test data - Teachers will review test data on a regular basis to determine classroom instructional goals as well as student instructional goals.

Category:

Research Cited: Reviewing test data will ensure that required content is being taught and the level of student mastery. This data will drive decisions such as student placement in RTI as well as classroom instructional decisions.

Activity - Review of MAP, Common Assessment and classroom assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review available test data to determine student placement in the Response to Intervention program.	Academic Support Program			08/13/2014	05/29/2015	\$0 - District Funding	All school staff

Activity - MAP data review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review MAP data 3 times per year as to determine student growth.	Academic Support Program			08/13/2014	05/29/2015	\$0 - District Funding	All school staff

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## Strategy4:

Instructional time - Staff will collaborate to ensure that instructional time is protected and utilized effectively. Itinerant schedules will be done collaboratively with input from staff. TELL survey results indicate that 59.1% of teachers did not feel that there was adequate instructional time to meet the needs of all students. This will ensure that teachers have input in decisions effecting classroom instructional time.

Category:

Research Cited:

Activity - Collaborative scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work together to develop an itinerant schedule that best utilizes instructional time in the classroom which will result in higher agreement to protected instructional time on TELL survey results in 2013.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal and scheduling committee

Activity - Collaboration between itinerant staff and classroom staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom staff will collaborate with itinerant staff to develop a cross curricular approach to itinerant class goals.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff and itinerant staff.

## Strategy5:

Reading Recovery - Student is first grade will be identified through Reading Recovery based assessments for possible inclusion into the Reading Recovery program. This program targets those students performing at the lowest level in the class. Students will be given intense one on one instruction by a certified Reading Recovery teacher.

Category:

Research Cited:

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One on one intense reading instruction	Academic Support Program			08/13/2014	05/29/2015	\$45000 - State Funds	Principal and Reading Recovery instructor.

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

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## Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Charles Russell Elementary from 53.75% to 55% by 05/29/2015 as measured by K-Prep.

## Strategy1:

Program Review - Teachers will become familiar with the program review rubrics and the internal process for conducting the program review as to ensure that teachers incorporate a cross curricular approach that will include the content areas of Reading and Math.

Category:

Research Cited:

Activity - Program review team meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will meet to discuss current status of each program review as determined by the rubrics for each content area.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, team leader, SBDM

Activity - Faculty, PLC and team meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet to discuss program review rubrics and make decisions based on how to ensure a cross curricular approach and determine next steps for continuous improvement.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom staff, support staff.