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Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Craig Allen	Principal	<input type="checkbox"/>
Glenn Adams	Title I Teacher	<input type="checkbox"/>
Molly Hierschbiel	Title I Paraprofessional	<input type="checkbox"/>
Ashley Gingras	4th Grade Teacher	<input type="checkbox"/>
Cherisse Lots	3rd Grade Teacher	<input type="checkbox"/>
Kris Curnes	3rd Grade Teacher	<input type="checkbox"/>
Carolyn Fordham	Special Education Teacher	<input type="checkbox"/>
Jessie Telecky	5th Grade Teacher	<input type="checkbox"/>
Nikki Hodge	Parent	<input type="checkbox"/>
Jennifer Hohenlohe	Parent	<input type="checkbox"/>

Needs Assessment

School Leadership Team	<p>The leadership team of Russell School is a group of grade level representatives from 3rd, 4th, and 5th grade as well as the principal and the special education teacher of Russell. Teachers and members apply to be a part of the team. A teacher on the team applies to chair the team; the chair leads the team discussions and helps communicate scheduled meetings. The other members of the team perform important tasks as well, such as note taking and time keeping. Agendas are kept in a Google Team Drive where all members have access at all time. Agenda items are added throughout the weeks leading up to the next meeting, and items on the agenda are approved at the beginning of the meeting by all members. Items on the agenda are generally items brought up at staff</p>
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meetings or in grade level discussions.

The staff of Russell School, especially the leadership team, works closely together to make decisions for the staff and students. Generally, important information is shared out to grade level teams, support staff, and specialists teachers via the representatives on the team, and feedback is collected based on school wide decisions that need to be made. Feedback is brought back to team meetings, which occur every other week, and the team works to consider all ideas and perspectives before making an executive decision. One of the members on the team is both a member of the school leadership group as well as the district leadership team. This position is responsible for opening communication between both teams to keep the school up to date about district initiatives and information. Communication to families and other stakeholders usually takes place through teacher newsletters as well as frequent Principal updates sent out to the community. Russell School also sends out a monthly newsletter featuring many important updates and events.

Decisions made on leadership team, as well as outside of leadership team, are always based on student data and needs of the students at Russell School. The team frequently discusses needs of students based on data and feedback from teachers and families.

In an effort to maintain congruence between Russell School, district initiatives, the principal and one teacher from the building leadership team also serve on a district leadership team. Tasks and ideas are typically brought back and forth between the committees to better align our efforts

School and Community

Russell school is an elementary school serving grades three through five in the rural university town of Moscow, Idaho. We are a school that prides ourselves in a sense of community, academically rigorous curriculum, and a socially diverse student population. By frequent and focused collaboration, Russell works hard to develop a well-rounded picture of students' social and academic needs and we continually reflect on how to adjust practices to best meet those concerns.

Russell Elementary School's focus on working together to meet the needs of our students fosters a positive learning environment where students can grow as learners and become productive community members.

Russell's staff has spent the past several years defining what our goal is within Moscow community. Through this reflection, we have developed the motto "Continuing a tradition of excellence, John Russell Elementary School is a great place to learn". To better define this motto, Russell's staff developed the mission statement of, "Russell is a team of students, teachers, and parents working together to build an excellent place to learn through respect, responsibility,

cooperation, and achievement". The foundational beliefs of this mission statement revolve around teaching students to be independent thinkers, valuing diversity, providing a nurturing environment, insuring students have the tools needed to learn in a twenty first learning environment, and using best teaching practices. Each of these beliefs is put into practice to meet the needs of our student population.

While Russell's ethnic diversity is low compared to other areas of Idaho and the nation, we do enjoy the greatest diversity in the Moscow area. Eighty one percent of our students self-identify as Caucasian and nineteen percent of our students identify with a racial minority group. Our largest minority group identifies as Hispanic/Latino and make up seven percent of our population followed by our African American students who comprise four percent. Russell's English as a New Language program currently serves ten students.

Russell Elementary also has the most economically diverse student population in Latah County. Of Russell's enrollment of just under two hundred students, approximately fifty five percent of our student population typically qualify for free or reduced lunch. These numbers are high for a county currently reporting an unemployment rate of only 3.8%. Fortunately, while schools with higher socio-economic disadvantaged populations are frequently associated with higher rates of discipline referrals, Russell usually only has one or two students sent to the office for intervention during an average week. Much of this is due in large part to the behavior management system put in place by teachers that focuses on early intervention.

Academic Achievement

3rd Grade Data Analysis

Math

- 22 students are free and reduced
- 36% (4/22) of our Free and Reduced students are below grade level, in the red, on the M-comp math test of which 75% (were White Caucasian
- 9% (2/22) of our Free and Reduced students are below grade level scored in the yellow
- 64% (14/22)of our Free and Reduced students are in the green or blue
- 68% of the red and yellow m-comp scores where 5: White Caucasian
- 9% were 7: More than one
- 9% were 1: Native American
- 9% were 6: Hispanic/Latino
- 5% were 2: Asian

ELA

*17% of third graders (57 students) scored a 1 or a 2 on the winter IRI that were

tested

*Of those 57 third graders, 60% were free and reduced

*Half of those Free and Reduced were White Caucasian

Take-away:our free and reduced White Caucasian group has issues that need to be further looked at

These are the general 4th Grade trends found on the Jan 2018 Data Day

ACADEMIC/TIER 3 SORT

20% Tier 3 students met growth expectations on the MCOMP.

56% of non Tier 3 students met growth expectations on the MCOMP

80% Tier 3 students met growth expectations on the MCAP.

75% of non Tier 3 students met growth expectations on the MCAP

25% Tier 3 students met growth expectations on the RCBM.

47% of non Tier 3 students met growth expectations on the RCBM

0% Tier 3 students met growth expectations on the MAZE.

70% of non Tier 3 students met growth expectations on the MAZE

ETHNIC SORT

20% Ethnic Super Group students met growth expectations on the MCOMP.

55% of Caucasian students met growth expectations on the MCOMP

80% Ethnic Super Group students met growth expectations on the MCAP.

73% of Caucasian students met growth expectations on the MCAP

50% Ethnic Super Group students met growth expectations on the RCBM.

55% of Caucasian students met growth expectations on the RCBM

70% Ethnic Super Group students met growth expectations on the MAZE.

63% of Caucasian students met growth expectations on the MAZE

FINANCIAL SORT

52% Free and Reduced students met growth expectations on the RCBM.
47% of non Free and Reduced students met growth expectations on the RCBM

54% Free and Reduced students met growth expectations on the MAZE.
62% of non Free and Reduced students met growth expectations on the MAZE

LANGUAGE/ENL SORT

100% ENL students met growth expectations on the RCBM.
48% of non ENL students met growth expectations on the RCBM

100% ENL students met growth expectations on the MAZE.
62% of non ENL students met growth expectations on the MAZE

General Trends in growth rates noticed to share at staff meeting
4th grade ENL students showed more growth in MAZE and RCBM than non ENL students When looking at
Comparing growth rates in the MCOMP, the caucasian group showed more than double the growth rate of the ethnic super group
growth rates on RCBM and MAZE more core program readers made benchmark growth than tier III program readers.
MCAP growth rates are higher in all groupings than MCAP growth rates

Fifth Grade

MCAP was determined by 3 points of growth

Asian- 4/6 = 66% growth

African American - 6/6 = 100 % growth

Hispanic- 0/2- = 0% growth

Mix (more than 1)- 1/3 = 33 % growth

White/ Caucasian- 34/ 45 = 76% growth

Non White/Caucasian- 11/17= 65% made growth

White/ Caucasian- 34/ 45 = 76% growth

Overall growth together 45/62= 73% growth

Free and Reduced lunch- 19/29 = 66 % made growth

Not Free and Reduced Lunch- 25/32 = 78 % made growth

MCOMP was determined by 8 points of growth

Asian- $5/6 = 83\%$ growth

African American - $3/6 = 50\%$ growth

Hispanic- $0/2 = 0\%$ growth

Mix (more than 1)- $1/3 = 33\%$ growth

White/ Caucasian- $24/ 45 = 53\%$ growth

Non White/Caucasian- $9/17 = 52\%$ made growth

White/ Caucasian- $34/ 45 = 53\%$ growth

Overall growth together $42/62 = 69\%$ growth

F & R- $12/29 = 41\%$ made growth

No F & R- $19/32 = 59\%$ made growth

MAZE- Was determined by 4 point growth

Free and reduced lunch $13/29 = 45\%$ made growth

No F & R - $20/32 = 63\%$ made growth

Asian- $4/6 = 66\%$ growth

African American - $2/6 = 33\%$ growth

Hispanic- $0/2 = 0\%$ growth

Mix (more than 1)- $2/3 = 66\%$ growth

White/ Caucasian- $27/ 45 = 60\%$ growth

Non White/Caucasian- $8/17 = 47\%$ made growth

White/ Caucasian- $27/ 45 = 60\%$ growth

Overall growth together $35/62 = 57\%$ growth

Student Learning Needs

For all students the Title I School-Wide intervention system is used to target specific learning needs. When analysis of student progress indicates that the Title I system does not adequately meet the needs of certain students, they are then brought to the school Response to Intervention Team. The RTI team begins a review of student data and progress over the course of the year. They then do a full file review of past performance data using a cumulative file review and analysis of historical student data on the Milepost program. Additional information on the student is acquired through tools such as observation, parent and teacher feedback forms, and additional testing as necessary. Students may

then be identified for further support, including Tier 3 pull-out interventions and/or additional progress monitoring. If student continue to show a lack of progress, a change in Tier 3 intervention is considered along with possible Special Education or 504 needs.

Core Curriculum

As indicated by our scope and sequence for both the math and reading programs used at Russell, the curriculum and learning experiences are intended to prepare students for the next level of learning. Core curriculum materials are research based. The core reading curriculum is Wonders by McGraw-Hill. The core math curriculum is Eureka Math by Great Minds.

Wonders is aligned to the Common Core standards, teaches to 21st century learning skills and differentiates for a broader range of students (below grade level, on grade level, and above grade level, ELL).

Wonders, a comprehensive K-6 ELA/ELD program, is designed to meet the challenges of today's classroom and reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex texts, engaging in collaborative conversations, and writing to sources. ©2017 McGraw-Hill Education.

The core math curriculum is Eureka Math by Great Minds. Eureka Math was written specifically to address the Common Core standards and is based on critical foundational research and proven classroom results.

In all, just one curriculum series stood out from the pack. Eureka Math, published by Great Minds, a small Washington based nonprofit organization, was found to be aligned to the Common Core State Standards at all grade levels reviewed.

(Most Math Curricula Found to Be Out of Sync With Common Core, By Liana Heitin, Education Week, March 4, 2015/Online. Copyright 2015)

Evidence to determine the effectiveness of Wonders and Eureka Math were provided by their publishers McGraw-Hill and Great Minds. These sources were used to assist in the selection of these materials as our core curriculum.

We have identified a perceived weakness in the district curriculum in the area of fidelity.

Recall that fidelity of implementation refers to the implementation of a practice or program as intended by its researchers or developers. It includes adherence, exposure/duration, and quality of delivery. When educators adapt a practice or program with proven success by omitting or changing any of its components, they may well render it ineffective. Whenever a change is made to a core component—what is taught, how it is taught, or the amount of time it is taught—you significantly increases the risk of not achieving the expected outcomes.

(The IRIS Center Peabody College Vanderbilt University Nashville, TN 37203 iris@vanderbilt.edu. The IRIS Center is funded through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP) Grant #H325E170001. The contents of this Website do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Sarah Allen. Copyright 2018 Vanderbilt University. All rights reserved.)

Although fidelity is not being strictly adhered to, as defined above, district curriculum is being used for the basis for instruction. Fidelity is based on student needs as determined through assessment and whether the students' performance is improving. Adaptations may include modifying vocabulary, making activities more engaging while keeping the content intact, reducing the length, number, or frequency of the sessions, eliminating, altering, or adding a core activity, and changing the sequence of activities.

Fidelity, as defined above, is monitored through student learning.

Core Instruction

Core instruction at each grade level focuses on identified essential skills and associated learning targets. Mastery learning roadmaps provide instructional guidance and vertical alignment through grades K-12. Teachers and support staff use state and district approved curriculum such as Eureka Math, McGraw-Hill reading, and Foss science along with a variety of supplemental resources to instruct, reinforce, and support the needs of all learners. Direct instruction, hands-on experimentation, cooperative learning, peer tutoring, and technological tutorials are only a few of the many different instructional methods that are used regularly within each classroom. The goal of our core instruction is to provide each student with the appropriate materials, instructional methods, setting for learning, and tiered support in order to reach mastery of each identified essential skill and its associated learning targets.

In order to reach this goal, a tremendous amount of individualization must take place. Teachers must work to gain knowledge regarding each student's strengths, weaknesses, learning style, and personal interests. Through the use of 1-on-1 conferencing, observation, frequent checks for understanding, informal questioning, exit tickets, student work samples, and formative assessments, teachers collect critical information and evidence regarding their students' performance and mastery of identified learning targets. Pre- and post-tests are often administered as a means of showing growth toward mastery of new skills. The collection and recording of this data occurs in a variety of ways. Many classrooms make use of student data tracking folders in which assessment results, personal student feedback and reflection are collected and recorded.

	<p>Other classrooms make use of student performance portfolios that include examples of student work with both teacher and student reflection and feedback. Students are encouraged to graph their growth based on periodic checks and progress monitoring, making them active participants in their own learning process.</p> <p>Decisions to reteach, enrich, continue practicing, or moving on to the next learning target are based on the data that is collected for each student. Using clearly defined performance rubrics, formative assessments such as pre- and post-tests can be analyzed and used to make several instructional decisions. Students may be grouped based on skill level, learning style, personal interests, instructional pacing or academic need. Supplemental resources for enrichment, re-teaching, or maintenance may also be determined based on the analysis of the formative assessment data. Continued progress monitoring and analysis of the results prompts frequent regrouping of students as they work toward proficiency as determined by the learning target rubric. Multiple and varied opportunities to reach mastery or proficiency are embedded within the core classroom instruction, additional tiered intervention groups/clubs, and individual student academic intervention plans (IEP's, 504's, and student goal setting plans).</p>
<p>Alignment of teaching and Learning</p>	<p>Russell teachers follow the Idaho State Standards to articulate learning objectives within grade levels. Teachers have weekly collaboration meetings to evaluate data from common assessments. This data provides teachers with information to evaluate the effectiveness of instructional practices and helps to determine necessary interventions/enrichments to further student learning.</p> <p>Teachers follow district-wide mastery learning maps for ELA and math to provide consistent learning expectations for students through learning targets and competency statements. Grade level teams have also developed proficiency scales for ELA and math to provide consistent learning expectations across the district.</p> <p>Teachers have collaborated with teachers above and below their grade level within the district to create learning targets in math that consistently progress students' learning as they move to the next grade level. These targets build upon each other providing students with logical learning progressions across grade levels.</p>
<p>Universal Screening</p>	<p>All students (except students that qualify for the alternate assessment) will be screened a minimum of three times each year using highly respected and researched based assessments. These assessments are based out of the AIMSWeb tools released by the publisher Pearson. These assessments are</p>

already being used throughout the district and are highly respected nationally. They are recognized by the National Center on Response to Intervention as an effective measure of student growth. A district created assessment guide outlines required and optional screeners and diagnostic tools. For reading, all screeners place students once or twice a quarter.

Additional screening data will be compiled from the Idaho Reading Inventory (IRI) for third grade, the STAR reading assessment for grades 3-5, AIMSweb M-Comp (Mathematical Computation) for grades 3-5, and the AIMSweb R-CBM (Reading Curriculum-Based Measurement) for grades 3-5. The assessment data is compiled onto data sheets that allow teachers to monitor student progress throughout the year to more closely align student interventions to the needs of students as well as to measure the effectiveness of academic interventions. Each of these assessments is standards focused and provides appropriate cut scores for grade level expectations.

Further information will be gathered to monitor student knowledge and skill acquisition through the use of weekly formative assessments. These assessments are short, embedded checks for understanding administered at the classroom level. The results of these assessments will be compared to screening data to help with classroom placement and intervention supports. In math classes at Russell, students will be placed in a forty minute intervention time based on the results of these formative assessments. Students will remain in the intervention class for one to two weeks so they can review the material they need additional help with.

Reading classes will have a forty minute intervention time that will be leveled on a monthly basis. Reading intervention placement will focus on screener data and benchmark goals. Follow up for third grade includes giving the Core Phonics for students who score a 2 or lower on the IRI. If they score less than 50% on the RCBM, ongoing progress monitoring at least monthly will occur. If they score a 2 on the IRI, they are given a probe every three weeks. If they score a 1 on the IRI, they are given a probe every two weeks. For fourth and fifth grades, there is not firm rule to conduct CORE phonics. Tier three students that demonstrate low fluency and high teacher concern will be given the CORE phonics screener. If scores are below the 50% on the RCBM monthly, they will be progressed monitored. Tier three students are progressed monitored using the RCBM every two or three weeks, depending on their scores. Based on formative

assessments, math students are placed and provided enrichment and remediation on a short term basis.

Tiered Instruction and Academic Interventions

Math:

The Russell Elementary math intervention system is based upon the essential skills and learning targets that are identified at each grade level. Tier one math instruction typically takes place within the classroom setting using the Eureka Math curriculum for grades 3-5. All students will be placed in heterogeneous skill groups for sixty minutes of core mathematics instruction.

In addition to their core instruction, each student will be placed a separate "Targeted Intervention Group". This is intended to serve as Tier 2 intervention.

During this time, students will be placed in one of several homogenous groupings based on the grade level team's analysis of each student's assessment portfolio. Particular emphasis will be placed on formative assessments that focus on the standards covered during the previous two weeks of instruction. For Tier 2 intervention groups, a student will either be placed in a class with students who failed to prove proficiency on the previous weeks' standards, a class with students who showed proficiency, or a class of students who exceeded grade level expectations on that unit's standards. The class of students who failed to meet proficiency standards will spend their intervention time going back over the previous unit in an attempt to reach a standard level of mastery. These smaller classes will be led by the classroom teacher who showed the greatest success in the unit and will be supported with at least one classroom aide. Students who showed proficiency on the assessed standards will spend their intervention time honing and reinforcing their skills with additional time spent "Problem Solving, Modeling, and Analyzing Data" as well as "Communicating and Reasoning". This time extending their learning will remain continue to make use of the Eureka curriculum as well as supplemental materials (i.e. Teachers Pay Teachers, Zearn online, Think Through Math) . Students who have shown advanced understanding of targeted standards will spend their intervention time focusing on real world application of mathematics concepts.

Throughout their time in intervention groups, students will receive formative assessments to help measure their growth toward the targeted standards. Every few weeks teachers will meet to review student progress and assign which students will be placed in which intervention group during the next window.

These meetings will be led by the grade level collaboration teams with support from our Title Intervention staff and special education professionals. When teachers meet to review this data, an open discussion can take place about which intervention strategies are and are not working. This also helps bring

fidelity to the process as teachers will be holding each other accountable and will be providing regular reports to the building administrator.

In addition to Targeted Intervention Groups, students needing additional assistance may receive one-on-one or small group support for short windows during the school day, before school, or after school.

Literacy

Literacy intervention at Russell Elementary will be very similar to the targeted intervention groups in math. Students will maintain their core instructional classes with heterogeneous grouping of students. This time consists of seventy uninterrupted minutes for fourth and fifth grade and ninety uninterrupted minutes for third grade. In addition to this time, students will also participate in an additional literacy intervention block.

While the intervention groups and process in literacy is very similar to that of math, the key difference will be in how frequently student placement in the intervention groups change. While math intervention groups change every one to two weeks, literacy groups' placement will be reviewed monthly. This is to account for literacy standards that are much broader and focus on skills that take more time for students to develop. Core instruction will utilize the district's adopted Wonders curriculum. Intervention time will be spent focusing on the skills of the Wonders curriculum, but extending and applying them to book/novel studies. The intervention group in highest need of support will spend much of their intervention time in the Wonders Works program that was specifically created as a supplemental intervention program. Students not participating in the Wonders Works program will be placed in groups according to their appropriate reading levels.

The third grade will divide their reading groups between the Title 1 interventions specialists, the enrichment instructor, and the 3 regular classrooms creating up to 6 or 7 smaller groups. Our fourth and fifth grade reading intervention groups will be mixed between the two grade levels. This structure of "Walk to Read" has been successfully implemented in schools across the country. By blending the two grade levels we will be able to provide a greater amount of support to those students who are in most need of assistance. It also provides more targeted assistance to every student. In this plan students who are advanced readers can engage in content and discussion at their level. This literacy intervention is designed to meet the needs of students whether they are struggling with reading or greatly exceed identified standards of learning.

English Language Learners use literacy intervention time engaged in our district's ELL curriculum while working with our highly qualified ENL teacher.

	<p>Students with specific language/reading IEP goals will be supported by our special education staff as Tier 3 learners.</p>
<p>Learning Time</p>	<p>At Russell School, all students participate in Language Arts and Mathematics content specifically identified for each student's grade level through Idaho's Common Core Learning Standards. For approximately fifty minutes each day, students work toward deeper understanding of these learning standards in classes with students of mixed abilities. Vast amounts of education research has shown that this grouping strategy benefits students of all ability levels much better than grouping students of similar skill sets. However, this can make it difficult for teachers to provide challenging materials that push students to master skills more quickly while providing the needed support for students who need additional assistance. These concerns led to the development of Russell's Reteach and Enrich classes.</p> <p>Russell's Reteach and Enrichment classes were developed as a way to provide targeted academic assistance to students in the areas of Math and Literacy. During these times, students will move to classrooms of smaller class sizes to focus on lessons designed to meet their specific learning needs. Which class a student moves to will depend largely on results of frequent formative assessments, provided about every other week and given by their homeroom teacher. Each grade level runs their support classes differently but the general vision will remain the same for the whole school.</p> <p>Student assignment to a Reteach or Enrichment classroom is short term. Students are moved from the basic Reteach class as they show they have met their learning goals. Also, students take each formative assessment with a clean slate. Their placement into a reteach or enrichment class occurs every two weeks or so depending on their success of skills targeted during homeroom classes. Previous class placement is not taken into consideration. While students strengthen their skills during a Reteach and Enrichment class, they will continue learning new skills in their homeroom Math and Language Arts classes.</p> <p>The format, time investment, and structures for our reteach and enrichment times are reviewed and adjusted quarterly to meet student needs.</p>
<p>Non-Academic Student Needs</p>	<p>In school counseling services Special education services Moscow Mentoring Services Backpack weekend food program</p>

Summer lunch services
Lunch sessions with the counselor
School and district trainings
District Crisis Response teams

Well-rounded Education

Russell School believes in providing a well-rounded educational experience for students. This means that opportunities outside of core Mathematics and English Language Arts are provided to students in the form of scheduled time for different coursework and days or units of special projects. In addition to enriching coursework, Russell provides numerous learning opportunities outside of the traditional school day.

Coursework regularly offered to students outside of ELA and Math include:

Science, Technology, Engineering, Art, and Mat (S.T.E.A.M.)

Physical Education

Music

Art

Science

History

English as a New Language

Special Education

Gifted and Talented Education

Special Emphasis units or days of study include:

S.T.E.A.M./Art Day

Barn Dance integrated unit

Swimming Unit

Russell Market Economics Unit

Science Fair

Reading Month

Math Night

Educational opportunities provided outside of the school day:

Adventure Club

Band

Book club

Chess Club

Jazz Choir

Orchestra

	<p>Science Fair Student Council Wednesday Workshop STEAM extension Growth Mindset Club</p>
<p>Additional Opportunities For Learning</p>	<p>N/A</p>
<p>School Transitions</p>	<p>J. Russell is a 3-5 school. It feeds from West Park elementary that houses Kindergarten through second grade. Tours for the incoming third graders are held annually during 4th quarter. Second graders are bussed to Russell. While at Russell, second graders are introduced to the principal with a Welcome to Russell assembly, secretary, nurse, librarian, lunch ladies, and the custodial engineer, all in their respective locations. Future students of Russell then take a guided tour through the building. Areas visited or pointed out during the tour include the 3rd grade classrooms and teachers, restrooms, gym, The Incredibles class, playground, and STEAM room. While on the playground, students are allowed to test out the playground equipment and ask additional questions before reboarding their bus.</p> <p>Our Special Education department has an additional field trip to help acclimate up coming students. It includes most of the previously mentioned points, plus an indepth look at the classroom they will visit next year. Introductions to program support staff is also held with those available. This field trip will usually include lunch and additional time at Russell.</p> <p>There are several events that take place to help fifth grade students with the transition to middle school. Middle school teachers visit the elementary to give reading and math placement assessments. Middle school students also visit the elementary school to provide fifth grade students with information about sixth grade. The students receive a pamphlet detailing sixth grade activities and expectations. The middle school ambassadors also answer questions from the fifth grade students. The final event to prepare students for the middle school is a one-hour tour of Moscow Middle School. The fifth grade students meet the principal and receive information about class expectations and activities, such as MOSS (science class field trip). The fifth grade students also receive a tour of the middle school guided by a current middle school student.</p>
<p>Professional Development</p>	<p>Under the oversight of the District Leadership Team, the Professional Development Committee plans, organizes, and/or arranges professional development opportunities that support the District's Leadership Plan, School</p>

Improvement Plans, goals of the District Curriculum and Assessment Committee, recommendations of Subject-Area Committees, teachers' professional goals as identified in Individual Professional Growth Plans, and/or Idaho Department Accreditation requirements. Areas of high priority to improve student achievement include, but are not limited to, use of district, state, and federal funds to provide opportunities for:

Collaboration to ensure alignment of the District's curriculum to the Idaho State Board of Education's Content Standards.

Enhancement of instructional strategies to support effective implementation of the state content standards.

Encouragement of teachers to maintain a current knowledge base in instructional content areas.

Teaching core programs with fidelity.

Implementation of the Response to Intervention model of tiered instruction.

Selection and/or development of effective formative and summative assessments and progress monitoring instruments in alignment with the state content standards.

Enhancement of the use of technology to support effective implementation of the state content standards.

Enhancement of staff awareness of legal issues and instructional modifications and adaptations relating to special education students.

The Moscow School District encourages the professional growth of all staff members by:

Allocating professional development days in the school year calendar;

Providing frequent professional trainings to staff on scheduled Professional Development days;

Providing additional trainings throughout the year to specific groups of staff members as based upon need (i.e. bringing in consultants to work with specific staff members);

Providing opportunities for staff to attend trainings outside of the district throughout the year;

Notifying the staff of such above noted workshops occurring elsewhere;

Reviewing requests for Professional Development Funds to make it financially feasible to attend workshops and conferences that would otherwise be costly;

Providing the "Individual or collaborative Study/Project" opportunity to staff when possible.

Attendance of building and district professional development opportunities are

monitored through sign-in sheets. Attendance of out of district Professional development opportunities are verified through a "Verification of Completion of In-Service Training" form and process.

Professional development opportunities are open to all district staff to the extent it is financially feasible. Pupil services personnel are considered certificated staff at Russell school and are expected to participate in professional development and collaboration in the same way all teachers are expected to participate. Our English Language Teacher, School Psychologist/Counselor, and other positions attend in-service and professional development days alongside our teachers. In turn, they use this training to help problem solve student issues and support their academic and social learning.

All professional development opportunities are evaluated through both staff survey and administrative evaluation. Professional Development opportunities in the Moscow School District are aligned with the Charlotte Danielson Evaluation Framework making it easy to provide follow up between administrators and staff. This accountability is strengthened as teachers will use collaboration to discuss student achievement several times each month. One major area to improve upon will be in providing professional development opportunities that address teaching specific subgroups of the Russell population, including ELL, socio economically disadvantaged students, and the numerous ethnicities in attendance at Russell School.

Family and Community Engagement

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, in decision-making and on advisory committees as appropriate to assist in the education of their child;
- that parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Purpose: The purpose of parent involvement is to increase each parent's capacity to help their child(ren) be successful in school.

To facilitate meaningful parent involvement in our school we will:

1. Develop a Title I Parent Advisory Committee: The school will establish a Title I parent advisory committee to assist in the review of the parent compact, parent involvement plan, use of parent involvement funds, and the annual review and

evaluation of our school Title I program as well as the review and plan for school improvement. The school will solicit parents to serve on the committee at the start of each school year. Any parent of a student is eligible to serve on this committee. The school will establish, from a list of parents willing to serve on the committee, a group of parents who serve throughout the school year. Every effort will be made to make all parents aware of the efforts of this committee and solicit input from all parents concerning these efforts. The Title I Parent Advisory Committee, or any parent, may request opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and the school will respond to such suggestions as soon as practicable.

2. Annually review our Parent Involvement Plan: Russell School will, with consultation and input from their parents, annually review, and when necessary, revise this parent involvement plan. The plan will outline how the school will work with their parents to throughout the school year. A meeting will be held within the first month of school to review and possibly revise this plan. This plan will clearly establish when and how parents will be involved in all aspects of the Title I program.

3. Annually review our Parent /Student/Teacher/Principal Compact: Russell School will annually review the Parent/Student/Teacher/Principal compact with consultation and input from parents. The compact will list the responsibilities of the student, parent/guardian, classroom teacher, and school administrator. A meeting will be held in the fall of each year to provide parents copies of the Parent/Student/Teacher/Principal compact, and will be provided with opportunities for input into this document throughout the year. A parent advisory meeting will be held in the spring of each year to provide parents an opportunity to review and possibly revise the current parent/school compact. Throughout the school year, parent input on the parent/school compact will be solicited and used during the spring meeting in the possible revision of this document.

4. Annually establish how Title I Parent Involvement Funds will be used: Russell School will, with consultation and input from their parents, annually develop a plan for use of Title I funds. These funds will be used to host the Title I parent involvement event, provide parents with materials to help their children grow academically, pay reasonable and necessary expenses associated with parental involvement activities to enable parent participation in such activities, related meetings and training, and other costs directly associated with increasing parental involvement. A plan for use of these funds should be discussed and completed at the first Title I Parent Advisory meeting of the school year, and will

be shared with all parents at the fall parent involvement event.

5. Annually review and assess the effectiveness of the Title I program: Through a survey provided to parents in the spring each year, parents will be asked for their input and provided the opportunity to provide feedback regarding the effectiveness of the Title I program. Survey data will be reviewed to discuss any needed modifications to the Title I program going forward. Additionally, data will be collected, analyzed, and reviewed to assess the effectiveness of our program.

6. Facilitate regular, meaningful two-way communication: Russell School will hold an annual meeting for parents to explain Title I and what it means to them as a parent and to their student and to explain the right of parents to be involved in the school and in their child(ren)'s education. This will be done at the Parent Involvement Event in the fall. For parents unable to attend, the school will provide this information through flexible and convenient methods (Ex. Newsletter, parent information packet, phone call, or meeting with the parent). The school will provide parents a description and explanation of the curriculum, student progress measures, and the proficiency levels students are expected to meet and how to monitor a child's progress and work with educators to improve the student achievement. Curriculum, content standards, measures and proficiency levels will be highlighted in a parent newsletter and/or the Title I website. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a timely manner and in a format and, to the extent practicable, in a language the parents can understand, and provide reasonable alternate formats as requested.

7. Build the capacity of parents to support their child(ren)'s learning: The school will provide materials and training to help parents to work with their children to improve their children's achievement This will include a family reading event hosted by the school and/or Title I program. 8. Coordinate and integrate the school's parent involvement programs with early childhood programs in the community and in the school: To the extent feasible and appropriate, Russell School will work with the preschool program to encourage and support parents in more fully participating in the education of their children. At a minimum, parents in these programs will be invited to participate in the Back to School night before the start of school for parents of children transitioning to Kindergarten.

9. Build the capacity of school staff to work with parents: The school will work with the district Title I and LEP programs to train and education staff in how to reach out to, communicate with, work with parents as equal partners and build ties between the parent and the school.

Recruitment and Retention of Effective Teachers

With the University of Idaho being located in Moscow, our school district

	experiences a high volume of highly qualified teacher applicants. 100% of Russell Elementary School's core academic teachers meet the Federal highly qualified requirements.
Coordination and Integration With Other Programs	<p>Because Russell School only contains grade levels three through five, the additional literacy funds will all go toward our one qualifying grade level. Currently, during our reteach and enrichment time, our three third grade classes are spread out into seven instructors for leveled literacy intervention and literacy enrichment (including Title I services). Our plans to use the additional literacy funds for this year will go toward hiring and additional literacy paraprofessional that will focus on intervention strategies for students who achieved Level II on the fall IRI. Additionally, this paraprofessional will work during the normal 90 minute reading block to provide reading support to qualifying students by working with small groups in the classroom, providing regular progress monitoring, and occasional pull out for qualifying students who need more direct instruction. Last year, Russell School only qualified for the minimum IRI funds available which totaled just over eight hundred dollars. That money was used for instructional resources to assist with our intervention strategies. These interventions were successful as we measured our progress using the ISAT, AimsWEB RCBM, and IRI. We plan on using those same growth measures this year to compare the success of our increased funding.</p>

Plan Components

1. Prioritized Needs:

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
Assessment System	Collaborate to clearly define, refine, and evaluate our assessment system by 06/10/2015 as measured by an outline that describes the dates, purposes, uses, and stakeholders for each assessment.	<input type="checkbox"/>
Common Assessment	Demonstrate a proficiency in the evaluation, interpretation, and use of common assessment data. by 06/03/2019 as measured by staff attendance and outcome of training effectiveness survey.	<input type="checkbox"/>

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
Provide targeted intervention and enrichment opportunities to students in a timely manner based on common formative assessment data.	Moderate Evidence ▾	Instructional research (see John Hattie and Marzano Research Labs) have shown that providing timely, accurate, and targeted intervention with clear learning goals significantly increases student achievement.	<input type="checkbox"/>

3. Identify the resources needed to implement the above Intervention Strategies.

Classroom formative assessments
Grade level common formative assessments
District common assessments
Flexible scheduling options

4. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://msd281.org/Russell/>

5. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

The SWIP will be continuously reviewed along with our district accreditation process. Adjustments to the plan will be made as needed.

Upload Files

Files
<ul style="list-style-type: none">Letter from the President.pdf

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director,

Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

- 1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
- 2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
- 3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
- 4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: brooksc@msd281.org at 7/26/2018 3:56:57 PM