Title I Schoolwide Plan for
Russell elementary

Revised November 2009
For the 2009 – 2010 School Year
# Title I Schoolwide Plan

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Comprehensive Needs Assessment

In order to close the gaps which exist at Russell, teachers must plan effective lessons, implement and assess skills using rubrics, and share work samples. In this way, the standards are set high for all students to achieve, and we truly can see to it that no child is left behind. Russell’s mission is to create students who are critical thinkers, as well as confident and successful lifelong learners in a richly diverse society – Working Together, Growing Together, and Succeeding Together.

There is a comprehensive data profile in the Appendix, which includes longitudinal data about school and student demographics, and student achievement. We are looking forward to increased student achievement in writing, vocabulary development, math computation, and math problem solving. Teachers and staff working together and growing together will succeed together at Russell.

Effective use of data to influence instructional decisions is another core strategy for positive change and student achievement. To maximize instructional effectiveness, the staff uses a variety of data to guide its instructional decision-making. The sources used to generate the data include formative and/or summative assessments at the state, county, and/or local levels.

Analyzing data to guide instruction is essential to improving student performance. Russell utilizes data teams to disaggregate data by classroom, grade level and school-wide. School-wide data from the fall 2009 ITBS test scores, for third and fifth grades, indicate above average scores in reading, mathematics, language, science and social studies. Third grade reading scores dropped in third grade from 58% the previous year to 51% this year while reading scores went up in fifth grade from 49% the previous year to 51% this year. Math scores dropped from 64% the previous year to 62% this year in third grade while they rose in fifth grade from 57% the previous year to 60% this year.

The Criterion Referenced Competency Test, CRCT, from spring 2009 indicates we are continually making progress. In the area of language arts, our scores improved from 82.8% (2007-2008) students meeting or exceeding standards to 85% meeting or exceeding standards. Our students also improved in the area of reading with 89.6% meeting or exceeding standards in spring 2008 to 90% in spring of 2009. Math continues to be a major focus at Russell and our math results improved from 77.4% to 83% in 2009. This increase in achievement was due to focus on the new math standards, teacher training, and the use of guided math to meet the needs of our diverse learners.

Once again science took a large leap of 13% from 74% during 2007-2008 to 87% in 2009. Hands-on science taught through our science labs helped our children reach and exceed standards. This was the first year that social studies was tested and there was a significant drop in achievement from 89% to 74.5%.

As the AMO, Annual Measurable Objectives, continue to increase for AYP, addressing the academic needs of all subgroups-Students with Disabilities (SWD), Limited English Proficiency (LEP), Economically Disadvantaged(ED) - is a priority for Russell. We were very excited with the progress our LEP students have shown. For example, the number of
third through fifth grade students meeting and exceeding the Reading/English language arts standard increased from 73.1% to 93.5%. Math had an increase of 34.2% with 80.4% meeting or exceeding standard.

Our Economically Disadvantaged (ED) population showed a 4% gain in Reading/Language Arts from 89.6% to 93.6% meeting or exceeding standard. Math showed an increase of 7.5% for economically disadvantaged students from 73.0% to 80.5% while SWD students also rose from 75.6% to 76.3%.

To continue to improve student performance with all of our subgroups, we will continue to utilize the least restrictive environment by using the inclusion model of instruction for special education students, provide ongoing professional development to our entire staff, offer additional instructional hours to students requiring more support, and use a variety of best practices/strategies to meet our students’ needs.

Kindergarten students were assessed using a new Georgia assessment called the G-KIDS. There was no end of the year report available that would indicate progress as yet. Classroom assessments do indicate significant growth in math and literacy skills over school year 2008-2009.

The fifth grade writing assessment results for 2008-2009 indicate a rise in meets and exceeds standards and a fall in “Does Not Meet” with 76% meeting and exceeding standards while 25% did not meet standards. Over a three year period, the percentage of students not meeting standards has fallen each year and there has been an increase in students meeting and exceeding standards. During the school year 2008-2009 less exceeded standards than the year before with 5% exceeding in 2008-2009 and 9% exceeding in 2007-2008. Russell will continue to focus our attention in this area as we continue to have 25% of our students not meeting standards. 59% of our SWD population did not meet standards while 50% of our ELL population did not meet standards.

Russell has continued to make steady progress as outlined by the Georgia Department of Education. As a result, we have made AYP for the seventh year and retained our title as a Title I Distinguished School. We will continue to employ a plethora of strategies to improve student performance.

STUDENT LEARNING PRIORITIES

- Increase achievement in written communication and vocabulary
- Increase math computation and math problem solving skills

SCHOOL PERFORMANCE PRIORITY

- Improve collaboration for instructional decision-making

Revised 11/30/09 Schoolwide Title I Plan
Schoolwide Reform Strategies

1. Increase achievement in written communication and vocabulary
   - GPS, Georgia Performance Standards
   - Implement Performance Based Instruction
   - Balanced Literacy Block
   - Literacy Coach
   - Learning Nights for School Community
   - Title I paraprofessionals
   - Literacy Centers
   - Use of PICASSO for master lessons
   - Differentiated Lesson Plans
   - Continuous use of data to guide instruction
   - Use of Writing Strategies/Best Practices
     - Writer’s Workshop
     - Six Traits of Writing
     - Guided Writing
     - Graphic Organizers
     - Writing Rubrics
     - Shurley English
     - Use content vocabulary
     - Reading goals per grade level
     - Integration of science and social studies within reading/writing and math
     - Independent reading

2. Increase achievement in math computation and math problem solving skills
   - GPS, Georgia Performance Standards
   - Implement Performance Based Instruction
   - Math Coach/Facilitator
   - ALT, Area Lead Teacher
   - Math Lab
   - Title I paraprofessionals
   - Manipulatives
   - Learning Nights for School Community
   - Pre/Post Math IMI/Benchmark to guide instruction
   - RAP/Calendar math
   - Math Journals
   - Rigor, Relevance and real-life application
   - Guided Math
   - Use of PICASSO for master lessons
   - Math Exemplars
   - Cooperative Groups
   - Differentiated Lesson Plans
   - Continuous use of analyzed data to guide instruction

3. Improve collaboration for instructional decision-making
Highly Qualified Professional Staff

Russell’s certified (71) and classified (41) staff is hard-working and dedicated to educating children. Of the 71 certified staff members; many have attained advanced degrees. Two members of the staff hold doctorate degrees; seven staff members have specialist degrees and thirty-seven hold Masters Degrees. The experience of the Russell staff varies widely, ranging from a 40-year veteran to beginning first year teachers. For new or beginning teachers, we offer a mentoring program to guide, support and assist them throughout the year.

Our commitment to teaching and learning is why we are able to attract and retain highly qualified staff members. Our current principal has been at Russell since 2004-2005. We have a small attrition rate percentage (see chart in data section). In the event we need additional staff, members of the School Improvement Team participate in various job fairs- Diversity Fair, Area 1 and Area 2 Job Fair- to attract and hire highly qualified teachers when needed.

Professional Development

Our 2009-2010 School Focused Professional Development Plan, Unlocking Excellence through the Class Keys, include:

- GPS, Georgia Performance Standards
- Lesson Planning model from LFS, Learning Focused School
- Technology Integration
- Best Practices in Writing Strategies
- Best Practices in Math Strategies
- Georgia Keys
- Quarterly Redeliveries in writing and math

Title I, Title II and School Focused Professional Development funds have been dedicated to support and successfully implement our professional development plan. For example,

- Title I Funds and School-Focused Professional Development Funds have been utilized to provide substitutes for teachers to attend in-services and trainings throughout the school day as well as time to collaborate with their colleagues.
- A Title II grant was written and approved for teacher release time to collaboratively analyze student data, plan collaborative interventions and strategies, and to identify struggling learners.
Strategies to Increase Parental Involvement

- Open Door Policy
- Parent Resource Center w/ Parent Liaison
- Parent Volunteer Opportunities
- Meet & Greet
- Open House
- Family Literacy
- Learning Nights- three per year
- Dads’ Club
- Muffins for Moms
- Donuts for Dads
- English Classes to Spanish Speaking Parents
- PTA
- School Council
- Room Parent
- Effective Communication
  - Newsletters
  - Website
  - Phone Master – telephone call outs, English and Spanish
  - Student Handbook

Transition for Preschool and Fifth Graders
Russell Elementary School believes in all children. For incoming kindergarten students, we offer a week long Kinder Camp during the summer prior to kindergarten. This week is designed to assist with the transition from preschool to kindergarten. Students are introduced to the routines, procedures and dynamics of kindergarten.

Our fifth grade students experience middle school through our articulation process. We take the fifth graders to visit the middle school as well as the guidance counselors from the middle school visit to give an overview to students and parents.

Including Teachers in the Decisions

Teachers are the integral part of student achievement. We recognize the importance of their input and expertise. At Russell, we afford teachers the opportunity for input through the following mediums:

- Grade Level Meetings
- School Improvement Team Meetings
- Surveys
- Informal and Formal Conversations
- Open Door Policy
- School Council Members
- PTA Members

Revised 11/30/09 Schoolwide Title I Plan
Coordination and Integration of Federal, State, and Local Services and Programs

As a Title I school, Russell receives additional funds to support student achievement to help meet the diverse needs of our students who do not meet or exceed standards. We coordinate and integrate our services and programs by:

- Hiring staff – teachers, paraprofessionals and a Parent Facilitator
- Providing professional development- SFSD, Title I, Title II
- Offering EIP, Early Intervention Program, to reduce class sizes
- Purchase of resources, supplies and/or materials
- After-school tutoring – 20 day extended day funds
- ELL/ESOL teachers, Title III

Activities to Ensure Mastery for Students Who Experience Difficulty Mastering Standards

- Collaborative planning
- Instructional support from administration, Literacy Coach, Math Coach, Area Lead Teacher, Technology Integration Specialist
- Data Analysis
- EIP, Early Intervention Program, teachers/classrooms
- Extended Day Tutoring
- Enrichment Clubs
- Space Team
- Title I paraprofessionals
- RTI, Response to Intervention

Individual Student Assessment Results and Interpretation Provided to Parents

- Data bulletin board/charts
- Report Cards, each nine weeks
- Academic Alerts, each nine weeks
- Conference Week
- Communication with parents –agenda books, communication folders
- Open door policy to visit classroom
- Learning Nights
- Parent Liaison (Spanish-speaking translations)
- Website
- Newsletters
**Collection and Disaggregated Data**
Classroom teachers and support staff are thoroughly trained and participate in the collaborative data team process. Teachers review assessments, both summative and formative, to pinpoint specific weaknesses as a grade level. We collect pre test data, pinpoint specific skills and areas, and collaborate on strategies and interventions to produce mastery of those skills, and then collect and analyze post test data to determine the effectiveness of the strategies. Data is tracked on each student and progress is monitored to increase success for all learners.

This data also assists teachers in identifying learners needing additional support. Once these students are identified, classroom teachers begin implementing interventions and strategies through RTI. Using the RTI process and framework, teachers collaborate and develop specific interventions to use, as well as receive needed support for those learner, such as Extended Day Tutoring, Early Intervention Support, and also support from support staff, such as ESOL teachers, Speech teachers, Academic Coaches, Psychologists, Counselors, Administration, etc.

**Valid and Reliable Assessment**
Test results from numerous assessment pieces are analyzed each year to identify specific strengths and growth areas in student performance. This information is used to direct teaching strategies and guide instruction. Data is collected from ITBS, CogAT, CRCT, Georgia Writing Assessments for grades 3 and 5, Supplemental Writing Assessment-4th Grade, Achievement and Performance Series Test, ACCESS for ELL (English Language Learners), County Benchmark Assessments, portfolios, student writing samples, Accelerated Reader, GKAP, G-KIDS, IMI's (Individual Math Inventories), DRA's, EIP skills assessment, and GAA. In addition, we utilize common assessments ongoing to address individual student needs.

**Provisions for Public Reporting of Disaggregated Data**
Russell understands the importance of communicating data to its stakeholders. As a result, we insure all stakeholders have access to necessary data by utilizing the following:

- Data Wall in main hallway
- Newsletters
- Parent Meetings
- School Council
- PTA
- Learning Nights
- Open House
- Main Office
- Parent Liaison’s Office
- Websites
- Marquee
- School Brochure
- Community Visits

**Title I Schoolwide Plan:**

**Developed During a One Year Period**
The Title I School-wide plan in conjunction with our SIP, School Improvement Plan is developed, reviewed, and revised and the beginning, mid and end of each academic year or as
Developed with the Involvement of the Community, Teachers, Principals, and other School Staff, and Pupil Personnel, and Parents

Our Title I School-wide Plan was developed in conjunction with our School Improvement Plan with all stakeholders in mind. Team members include:

Dr. Nancy DiPetrillo, Principal
Stephanie Strickland, Kindergarten Teacher
Elizabeth Zych, Second Grade Teacher
Josh Freedman, Fourth Grade Teacher
Marty Arrington, Media Specialist
Patti Dufina, Special Education Teacher,
Carol Adkins, Recording Secretary

Liss Maynard, Assistant Principal
Linda McCall, First Grade Teacher
Rita Barfield, Third Grade Teacher
Bridget Purdy, Fifth Grade Teacher
Paula Honea, Lunchroom Supervisor
Dana Lewis, Paraprofessional
Mike Lazzazara, Parent Representative

Available to LEA, Parents, and the Public

Our Title I School-wide Plan and SIP, School Improvement Plan, is available to all stakeholders upon request. In addition, we plan to post it on our local school’s website.

Translated and Other Documents

All literature and correspondence sent home are translated locally in Spanish. Other languages are translated through the IWC. Copies are on file at Russell.

Statement is in our Parent Involvement Policy

“In cases where the students reside in a Neglected and Delinquent Residential Facility, a representative from the Facility can serve as a proxy for the parent(s).”

An essential component to continuous school improvement is parental/stakeholder involvement and engagement. Research shows that parental involvement/engagement in their child’s education improves student achievement. When parents are actively involved/engaged with their child’s education, their child excels both academically and socially.

Russell Elementary School recognizes that a child’s education is a shared responsibility. Our school is comprised of families from diverse backgrounds. Parents are encouraged to attend all school functions and activities, visit classrooms, volunteer, and communicate with their child’s teacher as often as possible. In cases where the students reside in a neglected and Delinquent Residential Facility, a representative from the Facility can serve as a proxy for the parent(s).

Provisions for Meeting the Needs of any Homeless Students
# ACHIEVEMENT DATA

## CRITERION REFERENCE COMPETENCY TEST

### LANGUAGE ARTS

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