

PART I - ELIGIBILITY CERTIFICATION

11MT3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11MT3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 9 Elementary schools
 (per district designation) 3 Middle/Junior high schools
5 High schools
0 K-12 schools
17 Total schools in district
2. District per-pupil expenditure: 10807

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	25	29	54		7	0	0	0
1	24	28	52		8	0	0	0
2	26	30	56		9	0	0	0
3	21	20	41		10	0	0	0
4	31	22	53		11	0	0	0
5	31	21	52		12	0	0	0
Total in Applying School:								308

6. Racial/ethnic composition of the school: 5 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 9%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2009	309
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 5%

Total number of limited English proficient students in the school: 14

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 65%
 Total number of students who qualify: 200

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%
 Total number of students served: 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>12</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>3</u>
Support staff	<u>0</u>	<u>3</u>
Total number	<u>30</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 10:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	94%	94%	93%	94%
Daily teacher attendance	97%	96%	95%	95%	96%
Teacher turnover rate	11%	0%	11%	7%	11%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

11MT3

C.M. Russell Elementary School is a K-5 small town school serving 308 students and centrally located in Missoula, Montana. Russell was built in 1960 and named after the famous Montana painter and sculptor, Charles Marion Russell. The Russell School community strives to be a welcoming and supportive group of people who create a warm, positive learning environment. Their mission and goal is to help each child reach his/her highest potential as a responsible member of society.

Missoula is also the home to the University of Montana with whom Russell School has shared a long standing partnership. The school is located relatively close to the university. UM's student housing supports students with young families and provides various low-income accommodations to them. Our diverse population includes students who live in single parent homes and are struggling with the pressures and stress associated with poverty.

Russell School is one of the most diverse schools in the Missoula community based on socio-economic and cultural differences. Regardless of these differences, we provide the same challenging academic goals, equally, to all children. 65% of our population receives free and reduced lunch. We have a diverse population that includes students who are ESL (English as a Second Language), minority students, students who are homeless or in transition, and students who attend two district center-based special needs programs located in our school.

Russell School is so much more than our outstanding test scores. Russell has an exceptional team of professional staff members. Everyone from the lunch staff, recess duties, custodians, secretary, volunteers, teachers and the principal are passionate about helping students meet and exceed expectations regardless of their circumstances.

Russell's staff is dedicated to the Missoula County Public School's five district goals focusing on achievement and professional development to enhance learning for all. Our teachers are focused on instruction that supports and culminates in student learning. Through a professional learning community our K-5 staff meets regularly to develop and refine instruction based on best practice. Our goal is for ultimate student achievement in academic, behavior, and social components regardless of the circumstances and /or abilities of each individual.

Furthermore, Russell School embraces the 21st Century Initiative. We are active participants in reshaping education. We seek out programs that will meet high expectations and lead students in innovative thinking and increased participation. Our school utilizes a variety of technological tools for inquiry learning throughout our rigorous curriculum. We create and provide the environment in which students can learn and apply critical thinking approaches relevant to their everyday lives. We are teaching them to embrace learning and use strategies to help them become lifelong learners. We expect our students to know how to learn. Students are encouraged and supported to be risk-takers. We want them to build authentic learning opportunities and gain self-confidence. An example of such options includes biographies which come alive for students through a real live wax museum. Students partner between grade levels for social and academic enrichment. Science becomes relevant and real to students as they visit farms, forests, local watersheds, community facilities, university exhibits and discovery centers.

Our school utilizes RTI (Response to Intervention) and MBI (Montana Behavior Initiative) strategies to focus on learning and social thinking. This process follows our students from kindergarten through the fifth grade. Our school has been a leader in the district in implementing school wide behavior programs. We teach expectations for all areas of the school. This process is supported by the entire staff who uses student friendly, common language. Everyone at the school knows the expectations of the "Russell Bear Be's" (Be present, Be responsible, Be respectful, Be safe, Be a leaner and Be present). Like their school mascot, the bear, Russell students are tough and determined.

Our RTI model begins with early intervention strategies. Flexible groups are developed at each grade level. Monthly meetings help staff to monitor student progress and make necessary adjustments to instruction. We want to ensure that student learning is transpiring at a rate that will decrease and close the achievement gap. Our school wide Title I team provides flexible support in helping each child meet their goal. Early intervention combined with lower class size help to provide a strong foundation for the children at Russell School.

Russell partners with over 40 different agencies, businesses, and community programs. These partnerships support the whole child. Our school seeks out grants and donations from companies such as the Partnership Healthcare, Exxon Mobile Education Alliance Program and the Missoula Education Foundation to provide opportunities like free dental care for our kids and the purchasing literacy and math materials.

Russell's FRC (Family Resource Center) plays an integral role in connecting the school to families and the community. The FRC does an exceptional job of providing programs that support family and student needs. The FRC contacts parents through monthly newsletters, weekly emails, telephone calls and personal visits. Families are invited to activities such as math and literacy luncheons, adult learning and parenting classes, and family fun nights. The FRC provides information to families in the areas of housing, medical, food, transportation, clothing, employment and public assistance. Students can participate in after school homework programs and a craft club.

Russell School is fortunate to have a veteran staff which prides themselves in providing an excellence in education. This tradition spans over 50 years. The staff turnover rate is very low, highlighting the fact that we have a strong and supportive community. The closeness of the staff helps to provide a warm and welcoming environment in which students can excel.

1. Assessment Results:

Russell School encounters a myriad of challenges that families face such as: generational and situational poverty, diversity, and transient populations. Despite the various challenges our students present, the Russell staff consistently meet and exceeds their needs. The staff is committed to high academic success for their students. They work with students and parents to share the responsibilities for improved achievement for each child. For the last five years Russell School has met AYP (Adequate Yearly Progress).

The overall performance on the CRT test divides student performance into four categories; Novice, Nearing Proficient, Proficient and Advanced Proficient. Students must achieve a rating of proficient or advanced proficiency on the MontCAS Criterion-Referenced test or the CRT. During the 2009-2010 school year, the state of Montana set a reading proficiency target of 83% for grades 3-5. Russell School's percentages in all three grade levels exceeded the state's proficiency goal with percentages higher than 96%. The free and reduced lunch population averaged an impressive 90% in reading as well. We are proud of the work our staff, students and families are doing to meet and exceed these goals regardless of the difficulties our students face.

The math proficiency target for the CRT in Montana in 2009-2010 was 68% for grades 3-5. Again, students must achieve proficient or advanced proficient levels on the CRT. All three grade levels exceeded the state requirements for math with the top percentage of 95% in the 4th grade and 82% in the free and reduced lunch subgroup. Although the free and reduced population was over 10% below the grade level percentage, the increase across the grade levels was substantial over the previous year's 74%. Furthermore, to demonstrate the dedication of our teachers and support staff, this was a new math curriculum adoption year. Teachers were learning how to use the materials and provide the instruction. Parents, community support, math specialists, volunteers, and a commitment to learning ensured that Russell students achieved at a significantly high level and continue to do so.

In the past five years, Russell School has clearly met AYP targets and significantly exceeded minimum percentages in both reading and math at all three grade levels. During 2005-2006 the reading proficiency target was 74%. Russell students in all three grade levels, including the subgroups, averaged an 85% proficiency rate. Students have proceeded to meet or surpass these increasing yearly targets. Teachers provide support to them through data-based decision making, early intervention, progress monitoring, and providing learning opportunities for students to achieve individual milestones.

Similar to reading outcomes, Russell students have significantly outperformed expected math proficiency targets since the 2005-2006 schoolyear. Regardless of the increasing demands on math proficiency, students performed between 5% and 33% above the expected proficiency target in each grade level and every subgroup category for the past five years. Clearly, the focus at Russell School is on student achievement.

Our outstanding achievement in exceeding AYP requirements over the last five years is phenomenal when considering the significant percentage of low-income students. There are minimal percentages of Nearing Proficient and Novice students at Russell.

In almost all cases the Russell percentages in reading and math are significantly lower than the district and less than half of the state percentages. In 2009-2010, 14% of state level third grade students were below grade level in reading, 12% at the district level, and only 4% at Russell. In reading at the fourth grade level, 16% of the students fell below grade level for the state, 11% for the district, and again, only 4% at Russell. Finally, that same year 14% of fifth grade students at the state level scored below grade level, 7% at the district level and 3% at Russell School. In 2009-2010, in math, the fourth grade students

who struggled were at an impressive low of 6% as compared to the state's 31%. This data can be accessed at www.opi.mt.gov.

The Russell staff is dedicated to excellence and committed to providing innovative alternatives which support the academic, and social-emotional growth of all students. Teachers are willing to be creative and flexible to meet all student needs, which is recognized in our high student achievement.

2. Using Assessment Results:

Russell utilizes formative and summative assessment to focus on student learning. We use a variety of sources to evaluate skills and knowledge students have mastered to guide instruction. Russell's formal assessments include but are not limited to: Dynamic Indicators of Basic Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), Measurement of Academic Progress (MAP), and/or curriculum developed unit tests to diagnose and prescribe differentiated instruction.

Often informal assessments are another diagnostic tool teachers and staff use to indicate a student's level of learning. These assessments involve teacher observation, teacher and curriculum developed rubrics, projects, reports, Reading Counts, and/or teacher made tests.

Grades 2-5 evaluate their students three times a year using MAP. The Northwest Evaluation Association aligns the Montana state standards to the MAP questions. Russell utilizes MAP results to diagnose students general knowledge and academic growth. We value the data gleaned through this assessment because the test is independent of grade level and calibrates the questions based on student responses. Test results also evaluate teacher instructional programs and guide future instruction. Finally, MAP is used to predict MontCAS scores and to guide learning.

Currently, Montana requires schools to take the CRT once a year. The CRT is aligned to the Montana content standards. The data collected guides instruction and identifies student needs. Russell staff recognize the importance of this state test and utilize the information collected to determine students' knowledge and skills.

3. Communicating Assessment Results:

Ongoing communication is critical in building a strong relationship with parents and the community. It is essential to the success of all students and is achieved in a variety of ways. Open house is held in the fall. School and classroom handbooks are distributed. A community forum is set up in our gym. We invite various agencies to showcase their resources to our families. Representatives from the Boys and Girls Club, the YMCA, Families First, GUTS (Girls Using Their Strengths), and the Scouts are just a few who attend.

The school sends a parents letter in the fall identifying the assessments and the testing dates for the year, which include the Fitnessgram, Dibels, MAP, DRA, MontCAS English Language Proficiency Exam (ELP), National Assessment of Educational Progress (NAEP), CRT, CRT-Alternate and the Six Traits Writing Assessment. Assessment results are shared in the following ways: Parent-teacher conferences, standards based report cards, and monthly progress reports. Parents have access to school data through school and district websites.

Our staff prides themselves in being available at all times to students and parents. All teachers have access to email and telephones in their classrooms. Daily agendas are used by intermediate students. Daily communication and homework folders, weekly newsletters and monthly bulletins are sent home with primary students. Parents are kept informed through parent meetings, grade level luncheons, newspaper articles, weekly and monthly newsletters, district brochures, public forums, and teacher, school and district websites. Parents are invited to take part in family fun nights and family breakfasts. These events help to build school community. At the beginning of each year a compact is signed by every

student, parent, and teacher. The compact identifies the role and responsibilities of each person. Many teachers help their students with goal setting, use individual contracts, and provide reading and math incentives with rewards built in. Communication with students is done through teacher/student/parent conferencing, rubrics, and written feedback regarding student work.

Students succeed when they are at school. Russell teachers create an environment in which students want to be present and learn. Good student attendance is recognized and celebrated. A team tracks individual student attendance and truancy issues. Supports are put into place immediately for those students who are having difficulty coming to school.

4. Sharing Lessons Learned:

The Russell teachers are constantly involved in professional development, not only attending trainings, but also by leading their peers in the pursuit of the excellence in teaching. The staff attends monthly district meetings. The teachers meet with their grade level to share their expertise and collaborate about effective classroom techniques. Many of the Russell staff or specialist teams lead district and building level professional development.

Each August various Russell staff share newly acquired skills and knowledge with building and district staff during a two day institute. These days are voluntary, yet most of the staff attends to learn and collaborate with their colleagues. Previous workshops have included topics such as Love and Logic, data assessment, MBI, and math and reading strategies.

Russell staff are continually involved in professional organizations that include but not limited to the National Council of Teachers of Mathematics, the National Association for the Education of Young Children, the National Science Teachers Association, the International Reading Association, the American School Counseling Association the National Association of Elementary and Middle School Principals, and the Association for Supervision and Curriculum Development. Staff also are a part of several state associations, as well the Montana Education Association.

Staff is continually attending conferences and workshops to enhance their learning and the learning of their students. A core group of staff makes up the MBI (Montana Behavior Initiative) team. They attend the summer institute at Montana State University and help to develop and update the school wide behavior plan. Our Russell behavior matrix has been shared with several other schools within our district.

Russell School has a long standing partnership with the University of Montana. We regularly welcome student teachers, interns, university athletes, and volunteers to participate in our school. Aspiring teachers gain a wealth of knowledge and skills under the supervision of our knowledgeable staff. In addition, the staff benefits from their relationships with these students. The winners in this process are our students who receive individual attention through these mentorships.

1. Curriculum:

Communication art skills are essential for learning in all curricular areas. To achieve their potential students must have opportunities to practice and refine their communication arts skills in all of their classes and content areas. Our teachers share the responsibility to teach subject specific communication arts skills as they pertain to their specific content areas, to reinforce communication arts skills in general, and to take advantage of natural connections between the subject areas that allow for integration of instruction. Our staff provides students with instruction in the following areas: reading and writing in all content areas, speaking, listening and media literacy in all content areas, and research in all content areas. They develop common rubrics for assessment of these skills in all content areas. Our teachers attend ongoing professional development to teach them specific learning strategies throughout the year.

Our staff uses the district's adopted math curriculum which is designed to equip students with the skills required for the 21st Century. They provide math instruction based on the following ten content standards: numbers and operations, algebra, geometry, measurement, data analysis and probability, problem solving, reasoning and proof, communication, connections and representation. Teachers challenge students to develop critical thinking and problem solving skills. They understand that math literacy is essential for every child's future. The staff ensures that students develop mathematical proficiency that has a balance and connection between conceptual understanding and procedural and computational proficiency.

Music is offered as part of the total education of our students. It addresses cognitive, psycho-motor and affective domains of learning. Our teacher helps to foster attitudes, understanding, skills and enjoyment so that each student's artistic potential may be developed.

Our art teacher encourages students to develop their creativity and express awareness. Through arts education, the students gain tools for learning artistic modes of problem solving which bring an array of expressive, analytical, and developmental skills to every human situation. Art helps our students to develop self-discipline and encourages self-realization.

2) Health and PE:

At Russell School we work diligently to provide solid instruction in the area of Health and Physical Education. The goals in HPE classes are maximum participation and movement in an environment where the students feel both emotionally and physically safe, and second, all students are encouraged to try their best and gain skills which allow them to participate in lifelong activities.

Russell's HPE program strives to teach to the 7 Montana Standards as written in student-friendly language:

1. I have the knowledge to be healthy.
2. I can participate and play in a wide range of activities.
3. I know how to move correctly.
4. I am fit.
5. I can use what I know and make an impact on my health.

6. I use appropriate communication.

7. I practice healthy behaviors in school and on my own.

As a CATCH (Coordinated Approach to Children's Health) School, we are teaching nutrition in the classrooms as well as participating in the district-wide breakfast and lunch programs. The Go, Slow, Whoa approach is also tied into the physical education component as a rewards program for students meeting 5 expectations in PE. Each gym class can earn up to \$5 in expectations: (1) Did everyone have "right and tight" shoes for PE? (2) Was the class safe today? (3) Did the class meet the expected behavior? (4) Was everyone in class respectful? (5) Did the class listen and follow the directions the first time?

With awarded funds the students purchase "foods" from the Go, Slow and Whoa menu in their classroom. Go foods cost \$5 each, Slow foods cost \$10 and Whoa foods cost \$15. The "foods" are small pictures of foods. Students then place the food picture into the correct section of a green, yellow and red poster representing Go Slow and Whoa food groups. The purchasing of food is calculated out so that classes have to strive to earn all the foods during the school year. If a class completes their menu poster, they are rewarded with a Go Party!

Other ways that Russell Elementary School encourages students to be healthy include guest instructors from taekwondo and gymnastics giving their time to come in and share their passions. The YMCA partners with our school to offer swim lessons to all 3rd graders, as well as letting us use their facilities to enhance our PE program. We have also partnered with the Bitterroot National Forest to use snowshoes during the winter with our 4th and 5th graders. Finally, Russell also utilizes a large city park that is adjacent to our school throughout the year.

2. Reading/English:

At Russell School, teachers engage students in thoughtful exploration of text using a researched base program, Reading Streets. This series serves as our core program and allows children to read meaningful text, which includes fiction and nonfiction selections at their reading levels. Reading Street also offers My Sidewalks, which provides sequenced instruction in language, concept development and critical comprehension skills, and strategies for students who need a pull-out intervention. Teachers are enthusiastic about this program because it also incorporates science and social studies into lessons. An extensive literacy library is also an important piece of the reading curriculum motivating children to explore, question, and enjoy quality trade books.

The research based Reading Mastery core program was chosen to improve the reading skills of our students performing below grade level. This direct instruction efficiently provides the guidance and the practice these students need. Kindergarten and first grade lessons focus on the skills so students can "learn to read"; whereas second and third grades focus on "reading to learn." Corrective Reading is the fourth and fifth grade core program. It emphasizes literature based instruction; therefore students build upon previous skills. Reading Mastery and Corrective Reading provide a very systematic sequence of skills and they explicitly teach the content and skills. These programs also provide the critical components of practice and repetition that our at-risk students require.

We assess and monitor students early on, beginning in kindergarten. Russell School has chosen to provide early intervention to prevent future reading difficulties. Each of our programs contain the essential reading components: phonemic awareness, phonics, vocabulary, comprehension, and fluency. All programs provide review and assessment to monitor student learning. Kindergarten through second grade teachers use the Developmental Reading Assessments, DRA, to determine student's independent reading level. Staff working with third through fifth grades use reading Lexile measures, or reading levels, that are printed in every library book. Students test their comprehension by utilizing Scholastic Reading Counts.

Volunteers, Title I and special education staff, are distributed throughout the classrooms based on grade level needs. Teacher student ratio is reduced for the neediest students. Comprehension, vocabulary, and fluency are stressed in all grade levels. Map, DIBELS, and curriculum unit reading assessments are used to identify student strengths and weaknesses. Teachers meet monthly to discuss student's progress and determine strategies to facilitate greater student achievement.

In addition to these programs, students participate in several community and nationally sponsored reading incentive programs such as the Osprey Baseball "Hit the Books!", Pizza Hut "Book It", school book fairs, Reading is Fundamental free book distribution, and the Missoula County Public Library Summer Reading Incentive Program. The school also facilitates family fun nights which promote literacy, for example, the "Valentine Bingo for Books. Because of these programs and activities, our students love to read and excel in their reading skills.

3. Mathematics:

In order to gain access to opportunities of the future, students must have a deep understanding of mathematics. At Russell School we use two research based mathematics programs, Houghton Mifflin Harcourt and Scott Foresman, to support student learning. Students must build a solid conceptual foundation of mathematical concepts. This will ensure they utilize natural solution methods in problem solving and that they will become reflective and resourceful lifelong learners.

Kindergarten students at Russell School use the Envision Math Program which focuses on best practice. This program provides developmentally appropriate hands-on and manipulative lessons that bridge important visual learning strategies. Teachers use the program's on-going diagnosis and intervention strategies as well as data driven differentiation to ensure early childhood development and success. Staff are able to support and build the necessary foundational skills needed for future learning through intervention tools, collaborative strategies, and a partnership with first grade teachers to align student needs.

The first through fifth grade Math Expressions program balances the transition between grade levels and provides opportunities for students to learn mathematic concepts with a deep level of understanding. This program is designed to spiral; students are exposed to concepts continually. Each child communicates problem- solving and reasoning methods through the use of student leaders, peer interaction, demonstration, and modeling techniques that include think, pair-share, and turn and talk to a friend. Collaboration and peer support deepen commitment to values of responsibility and respect for others as learners.

Our math curriculum includes an on-line version that provides programs that challenge our advanced learners and prescribes interventions for those not meeting benchmark. These programs not only provide additional practice, but build student understanding through re-teaching lessons when the concept was not mastered. At Russell School, teachers know that extra help for struggling learners must be more than additional practice.

To strengthen the skills of at-risk learners, Russell School has a plethora of additional programs to enhance student mathematical understandings. These various programs provide engaging instruction that is paced for student success. They focus on understanding as well as skill proficiency. Some of the programs are Connected Math, Success Maker, Fast Math, Think Central and Plato. We utilize RTI (Response to Intervention) to serve student needs through small groups, volunteers, tutors, after school homework programs, and individual teacher support.

4. Additional Curriculum Area:

Russell School supports the Missoula County Public School Mission that ensures each student achieves to his or her full and unique potential. We are meeting this goal by incorporating technology throughout our curriculum. Russell's technology is driven by a team of teachers who serve on a district committee. They

have established a TILTT (Teachers Integrating and Learning Technology Together) professional learning community within our school. Their goal is to assist teachers in delivering technology into the hands of their students within the classroom. The TILTT team meets regularly to design professional development opportunities for our staff. They model technology techniques for their colleagues, answer questions, address issues that arise, and help integrate technology throughout the building.

At Russell, we believe that teachers have an especially important role to play in technological advancements. Incorporating technology in the classroom can be both a learning tool for students and a teaching tool for the instructor. Students are in an active role of receiving information being transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, and display information. Technology allows many more students to be actively thinking about information, making choices, and executing skills.

Specific technological tools and methods are diverse and varied throughout the school. Students use handheld clickers, or student response systems, to answer questions and instantly provide feedback. Technology is Russell's link to the real world. Students learn about our neighborhood, community and the world by flying places with Google Earth. Science comes alive using overhead projectors and InterWrite boards in the classroom to engage the children in interactive website activities. Performances can be viewed by larger audiences after recording them with a flip camera.

Our primary students use several outstanding reading software programs to meet the individual needs of the student. The Waterford Program helps to increase phonemic awareness, comprehension and fluency. Students and teachers use PowerPoint presentations to share information using inquiry based science curriculum.

Russell teaches children to use technology to find answers for self- knowledge. All teachers and administrators can instantly obtain data about student progress through data bases of test results.

5. Instructional Methods:

Russell teachers use a variety of research based instructional methods that have proven to be effective for our diverse student population. Our school-wide behavior initiative sets the tone for successful learning in all environments. All staff shares the same expectations for student behavior. We expect our children to be respectful, be safe, be a learner, and be present.

Our dedicated and experienced teachers use instructional strategies that are highly effective. Teachers establish clear and purposeful objectives which are used as learning targets. These targets are presented as "I can" statements so that students are clearly aware of the goal. A variety of methods are used to effectively meet the needs of students who are not performing at the expected level which includes at-risk and gifted students. Teachers use individualized, large and small group learning structures to engage and motivate students. Comprehension is enhanced through learning centers, partner work and computer programs. We provide students with the strategies and skills necessary to become lifelong learners.

Teachers continually monitor student progress to ensure a high level of understanding. Formative and summative assessments are used to determine flexible learning groups. Russell has a variety of instructional resources to make learning happen. We begin intervention early, utilizing small skill based groups. Additional staff and small learning groups provide individualized instructional support. Retired teachers, university students, LEP (limited English proficiency) tutors, McKinney (homeless) tutors, foster grandparents, and parent volunteers help to meet the needs of our children. Title I and special education staff use supplemental and replacement programs to provide individual and small group instruction.

Teachers in all classrooms progress monitor continuously in math and reading. This information is used to prescribe interventions. RTI (response to intervention) teams collaborate monthly to discuss student

progress, determine interventions and adjust flexible student groups. Lunchtime and afterschool homework programs allow students to receive additional support with curriculum and skill building.

We understand that in order for students to learn their basic needs must be met first. Our school provides free breakfast for all students. Nutritious snacks consisting of fruits and vegetables are provided daily. We utilize the backpack program, which provides food for the weekends to many of our impoverished families. We are able to help meet the needs of our students and families with much support from our community.

6. Professional Development:

The Russell staff has a unique working relationship simply because of our friendly foundation. We get along well and treat each other with care and respect. Our staff prides itself on our collaborative approach in meeting the needs of not only our students but one another. We work together rather than in isolation. The focus of our collaboration is how we can help all students to succeed in every classroom and in life every day.

The Missoula County Public Schools professional development goal is based on academic standards and behavior development. Our staff are dedicated, goal oriented participants who value professional and personal growth. We want our students to grow academically, socially and behaviorally. The Russell teachers believe that academic success is achieved by an improved school climate and through helping students to behave responsibly and respectfully. Our PLC (professional learning community) works with one another to address instructional and behavioral issues that arise.

In August, prior to the start of school, the staff gathers for site based professional development. We identify building expectations and goals for the year to come. Teachers who have attended summer professional development share that information with their peers. Additionally a Russell team attends the annual state MBI (Montana Behavioral Initiative) summer conference. This team has developed a school wide Positive Behavior Intervention Strategies (PBIS) plan that builds community, consistency, and reduces behavior challenges in our school. During the August in-service, the MBI team reviews previous progress with our staff and works with them to identify new strategies to support our students. Staff, students and parents share a common language that ensures that everyone knows and can follow the expectations in our school.

7. School Leadership:

Russell School is proud of the culture and community that it has developed. Students, staff, parents and the community feel welcome and safe. This environment ensures that students can and do learn. None of this would be possible without the leadership of our principal. Russell School was lucky enough to hire Cindy Christensen two years ago after the previous principal, Russ Lodge, accepted another position within the district. The leadership philosophy remained consistent, is strongly felt and communicated and is shared by staff. Mrs. Christensen empowers staff through shared decision making, the delegation of authority and teamwork. Sergiovanni (1999) states "as ideas and commitments are shared, so is leadership." Sharing of power and leadership evolve as a leader better understands the environment in which she works.

Awareness of a leader's environment is necessary to make decisions that have positive effects. Being knowledgeable about the climate and culture assists Mrs. Christensen in helping to support a school that encourages student learning, nourishes teacher collaboration and professionalism, and builds trust among staff and families. Mrs. Christensen is highly knowledgeable about what is imperative for knowing what and how to motivate staff. In order to build community it is important for her to understand the individuals with which she is working. Our community, with her guidance, has been built on a foundation of trust and respect. This contributes greatly to increased student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: MontCAS CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring=Proficient and Above	94	92	85	85	94
Spring=Advanced	47	39	37	36	47
Number of students tested	36	54	27	45	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring=Proficient and Above	95	87	82	84	95
Spring=Advanced	35	37	29	32	35
Number of students tested	20	30	17	25	20
2. African American Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
4. Special Education Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
5. English Language Learner Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
6. Title I					
Spring=Proficient and Above	94	92	85	85	94
Spring=Advanced	47	39	37	36	47
Number of students tested	36	49	27	45	36
NOTES:					

11MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: MontCAS CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring=Proficient and Above	96	88	96	94	87
Spring=Advanced	59	53	48	46	56
Number of students tested	46	49	27	46	36
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring=Proficient and Above	94	84	94	100	85
Spring=Advanced	47	47	41	44	45
Number of students tested	30	30	17	25	20
2. African American Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
4. Special Education Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
5. English Language Learner Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
6. title 1					
Spring=Proficient and Above	87	88	96	94	87
Spring=Advanced	56	53	48	46	56
Number of students tested	36	49	27	46	36
NOTES:					

11MT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: MontCAS CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring=Proficient and Above	95	71	80	74	73
Spring=Advanced	71	48	47	50	30
Number of students tested	51	31	36	34	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring=Proficient and Above	93	63	90	69	59
Spring=Advanced	64	36	53	38	22
Number of students tested	28	22	19	16	27
2. African American Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
4. Special Education Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
5. English Language Learner Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
6. Title I					
Spring=Proficient and Above	95	71	80	74	73
Spring=Advanced	71	48	47	50	30
Number of students tested	51	31	36	34	44
NOTES:					

11MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: MontCAS CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring=Proficient and Above	96	87	89	88	75
Spring=Advanced	71	45	42	47	45
Number of students tested	51	33	36	34	44
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring=Proficient and Above	96	87	95	88	63
Spring=Advanced	64	39	42	38	37
Number of students tested	28	23	19	16	27
2. African American Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
4. Special Education Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
5. English Language Learner Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
6. Title I					
Spring=Proficient and Above	96	87	89	88	75
Spring=Advanced	71	45	42	47	45
Number of students tested	51	33	36	34	44
NOTES:					

11MT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: MontCAS CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring=Proficient and Above	76	81	82	82	80
Spring=Advanced	29	53	30	25	44
Number of students tested	34	43	33	44	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring=Proficient and Above	71	83	71	81	72
Spring=Advanced	21	50	24	10	29
Number of students tested	24	24	17	21	14
2. African American Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
4. Special Education Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
5. English Language Learner Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
6. Title I					
Spring=Proficient and Above	76	81	82	82	80
Spring=Advanced	29	53	30	25	44
Number of students tested	34	43	33	44	36
NOTES:					

11MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: MontCAS CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring=Proficient and Above	97	93	85	91	95
Spring=Advanced	68	67	52	48	67
Number of students tested	34	43	33	44	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring=Proficient and Above	96	96	76	81	93
Spring=Advanced	67	67	29	43	50
Number of students tested	24	24	17	21	14
2. African American Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
4. Special Education Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
5. English Language Learner Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
6. Title I					
Spring=Proficient and Above	97	93	85	91	95
Spring=Advanced	68	67	52	48	67
Number of students tested	34	43	33	44	36
NOTES:					

11MT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring=Proficient and Above	88	81	82	80	82
Spring=Advanced	49	47	38	37	40
Number of students tested	121	128	96	123	116
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring=Proficient and Above	86	78	81	78	75
Spring=Advanced	40	41	35	27	29
Number of students tested	72	76	53	62	61
2. African American Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
4. Special Education Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
5. English Language Learner Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
6. Title I					
Spring=Proficient and Above	88	81	82	80	82
Spring=Advanced	49	47	38	37	40
Number of students tested	121	123	96	123	116
NOTES:					

11MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Spring=Proficient and Above	96	89	90	91	86
Spring=Advanced	66	55	47	48	56
Number of students tested	131	125	96	105	116
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring=Proficient and Above	95	89	88	90	80
Spring=Advanced	59	51	37	42	44
Number of students tested	82	77	53	62	61
2. African American Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
4. Special Education Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
5. English Language Learner Students					
Spring=Proficient and Above					
Spring=Advanced					
Number of students tested					
6. Title I					
Spring=Proficient and Above	93	89	90	91	86
Spring=Advanced	65	55	52	47	56
Number of students tested	121	125	96	124	116
NOTES:					

11MT3