Comprehensive School Improvement

Plan

Ryland Heights Elementary School

Kenton County

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Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf

Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf

Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf

Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf

Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf

Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Our number of Students from Poverty has slowly increased over the past few years. Last year we had about 38% Free and Reduced students. As you can see from the low number of KTIP and teachers with 1-3 years of experience, we have very few teacher turnover. We are proud of the number of National Board Certified teachers.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

A barrier is the number of students living in poverty. At Ryland, we make an effort to help families with basic needs. Our Family Resource Coordinator works closely with our Cafeteria Manager to make sure that families are filling out the necessary paperwork to receive Free or Reduced meals. If a student is charging their meals and doesn't bring in money, the manager will inform the FRC coordinator and school administrators. Also, identified families receive assistance around the holidays and with items such as clothes and food bags on the weekends.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Achievement Gap

Measurable Objective 1:

collaborate to improve achievement and percentage of proficiency of students in the nonduplicated gap group in the area of MATH at Ryland Heights Elementary from 35.2% in 2016 to 57% by 09/29/2017 as measured by K-Prep Delivery Targets.

Strategy1:

Math Instructional Strategies - Teachers will receive additional training and professional learning opportunities on math instructional strategies.

Category: Integrated Methods for Learning

Research Cited:

Activity - Math Instructional Resources and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive professional learning on effective Mathematical Instructional Strategies. Professional Learning Community (PLC) meetings throughout the year will focus on Mathematical Instructional Strategies. in order for teachers to increase their knowledge. The expectation will be for students to be actively engaged during math instruction.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teaching Staff, Instructional Assistants, Administration, Central Office Support Staff

Strategy2:

After School Program - Students staying for the 21st Century after school program will receive homework help in the area of math. Teachers will focus on specific needs as identified by classroom teachers.

Category: Learning Systems

Research Cited:

Activity - 21st Century After School Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participating in the 21st Century After school program will receive homework help in the areas of math. Teachers will focus on specific needs as identified by classroom teachers.	Academic Support Program	09/06/2016	06/02/2017	$5000 - Grant Funds	Teachers, 21st Century staff

Activity - After School Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be given the opportunity to receive after school intervention in the area of math. Transportation will be provided by the 21st Century After School Program.	Tutoring	01/02/2017	05/26/2017	$2000 - Grant Funds $970 - District Funding	teachers, 21st Century staff members, administrators

Measurable Objective 2:

collaborate to increase achievement and percentage of proficiency for students in the non duplicated gap group in the area of READING at Ryland Heights Elementary from 53.1% in 2016 to 60% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

System 44 - Targeted students will receive 90 minutes of instruction 5 days a week using the Scholastic System 44 program.

Category: Integrated Methods for Learning

Research Cited:

Activity - Data analysis meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, System 44 teachers and district support personnel will meet monthly to review student data. This team will monitor data and discuss students needing to start or exit the System 44 program.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	System 44 teachers, RTI Admin Team and district support personnel

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System 44 teachers will utilize the System 44 data and analyze individual student progress weekly. The RTI administration team will give teachers feedback on student progress.	Academic Support Program	08/17/2016	06/30/2017	$3000 - District Funding	Teachers, administrators, district support personnel

Activity - Co-taught System 44 Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The third grade System 44 classroom is co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teachers, administrators, instructional assistant

Strategy2:

After School Program - Teachers will provide tutoring to students in the areas of reading in the after school program.

Category: Learning Systems

Research Cited:

Activity - 2st Century After School Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students staying for the 21st Century after school program will receive homework help in the area of reading. Teachers will focus on specific needs as identified by classroom teachers.	Academic Support Program	09/06/2016	06/02/2017	$5000 - Grant Funds	teachers, 21st Century Staff members

Strategy3:

Tier I Instruction in Reading - All students at each grade level will be provided opportunities to develop reading stamina, fluency and increase comprehension.

Category: Integrated Methods for Learning

Research Cited:

Activity - Increase reading stamina and comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be given challenging text in which the length of the text gets progressively longer and more complex throughout the school year. Text dependent and inferential questions will be asked of the students as well as close reading strategies will be used.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Title I Staff support, Teachers, Administrators, District Support Personnel

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will select from a variety of research based reading intervention programs such as: Orton Gillingham, SPIRE, DIBELS, Fry word lists, Great Leaps, Read Naturally, direct instruction in reading comprehension questions and/or Fluency Reads to meet the individual needs of students.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists

Strategy4:

Read 180 - Targeted students will receive 75 minutes of instruction, 5 days a week, using the Scholastic Read 180 program.

Category: Integrated Methods for Learning

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 teachers will utilize the Read 180 data and analyze individual student progress weekly. The RTI administration team will give teachers feedback on student progress.	Academic Support Program	08/17/2016	06/30/2017	$3000 - District Funding	Read 180 teachers, RTI Admin Team and district support personnel

Activity - Data analysis meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, Read 180 teachers and district support personnel will meet monthly to review student data. This team will monitor data and discuss students needing to start or exit the Read 180 program.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Read 180 teachers, administrators and district support personnel

Activity - Co-taught Read 180 classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The fourth and fifth grade System 44/Hybrid 180 and Read 180 classrooms are co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teachers, Administrators, District Support Personnel

Strategy5:

Professional Learning - Teachers will participate in professional learning activities in the areas of curriculum, instruction and assessment.

Category: Professional Learning & Support

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis. MAP, Brigance and KPREP data will be analyzed in order to identify areas of strength and areas for growth. In addition, in the areas of achievement, growth and gap strengths and areas needing improvement will analyzed. PLCs will occur throughout the school year to analyze formative and summative assessments, MAP, SRI and other forms of data.	Professional Learning	07/01/2016	06/30/2017	$0 - No Funding Required	Teachers, administrators and district support staff

Activity - Special Education Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and administrators will collaborate to analyze assessment data, monitor student progress and share instructional strategies and interventions.	Professional Learning	07/01/2016	10/06/2017	$0 - No Funding Required	Special Education teachers, school psychologist, administrators, counselor and district support staff

Strategy6:

iRead program - The iRead program will be purchased for students in grades kindergarten - second grade. Select students in upper grades

may also use the program if the System 44 program is too advanced for their level.

Category: Early Learning

Research Cited:

Activity - Teacher training for IRead program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten - second grade teachers along with select special education teachers will be trained by a district curriculum consultant. The training will focus on implementation of program to fidelity. In addition, teachers will be trained on the software and progress monitoring.	Professional Learning	12/01/2016	05/26/2017	$1500 - Title I Schoolwide	Teachers, administrators, district curriculum consultant

Activity - iRead program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades kindergarten - second grade will use the iRead program daily. Selected students in third and fourth grades will use the program as needed due to their reading level.	Academic Support Program	12/01/2016	12/01/2017	$9500 - Title I Schoolwide	teachers, instructional assistants, administrators, district support staff

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Sara Callahan, Principal

Tammy Harris, Assistant Principal

Beth Hathaway, CSIP Committee member, Lead Teacher, fourth grade teacher

Karrie Chajkowski, SBDM council member, Media Specialist

Amy Dodd, SBDM council member, third grade teacher

Jessica Fisk, SBDM council member - parent

Nancy Ann Wartman, SBDM council member - parent

Deborah Pressly, School Counselor

Cyndi Harrington, CSIP Committee member, kindergarten teacher

Anita Holtzapple, CSIP committee member, first grade teacher

Jennifer Hughes, CSIP committee member, second grade teacher

Kari Dance, CSIP committee member, third grade teacher

Amanda Higgins, CSIP committee member, fifth grade teacher

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

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

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

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

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

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

Advocacy

Overall Rating: 2.67

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

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

	Statement or Question	**Response**	**Rating**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

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

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

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

Reflection

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

Strengths

Relationship: Ryland Heights Elementary has a welcoming environment to families. All staff have an understanding that strong relationships contribute to effective learning. Families are encouraged to participate in school functions. We welcome parents to many activities and encourage them to participate. In addition, surveys and/or questionnaires are sent home to gain feedback from parents. We get parent feedback specifically on our Title 1 program and CSIP. We have several parents who participate in a school committee. We have several volunteers that come consistently on a weekly basis, one of which is an ESL parent.

Communications: Parents receive communication in various ways about their child's learning needs (text reminders, phone calls, emails, conferences, and good news postcards are sent home). We maximize parent/teacher conferences participation by having convenient times and multiple dates. Some grade levels have student led conferences. Parents receive survey data which is used to plan school improvement. We communicate with many families via an electronic newsletter. We also utilize a text message app to send reminders and the call command system is used to share important information to families.

Decision Making: Parents and teachers are active on the SBDM council and committees. SBDM parents engage and mentor other parents and assist with surveys. The school provides opportunities to learn about the decision making progress. We have a group of parents who are very involved at school.

Advocacy: At Ryland we provide opportunities to parents to teach them how to help their child. At each ARC and 504 meeting, we provide parent rights and resources. Special Education teachers send home draft copies of IEPs one week prior to the meetings to obtain parental feedback and suggestions. When a student is placed in a RTI group, teachers send home information to parents informing them of the intervention their child is receiving. Parents actively participate in planning for individual learning (IEP, 504).

Learning Opportunities: Ryland Heights Elementary sends home various forms of communication concerning learning opportunities, throughout the school proficient and distinguished work is displayed with resources and scoring guides, parent workshops are offered throughout the school year - family nights and a "Relatives Raising Relatives" type program. School information is listed in the school handbook and student planner.

Community Partnerships: Ryland Heights Elementary has worked to intentionally form new community partnerships. Volunteers attend special events that take place throughout the school year. We have several community members that volunteer as one to one reading coaches.

Areas of Improvement: Relationship: We need a formal system for welcoming new students.We also need to utilize more parent surveys.

Communications: Formal conferences are held only once a year. We have a couple of ESL students this year. While there has been an effort to send home communications in Spanish (the students' language), not all correspondence is in Spanish. We will continue to work on improving this type of communication.

Decision Making: We would like to have more parent participation on committees, need to actively recruit parents to participate on

committees, need a plan to identify new and experienced parent leaders. We want to get more parents involved in the decision making process.

Advocacy: we need to send home more suggestions of strategies, apps, computer programs to support areas of concern, the degree of advocacy is varied depending on the issue, family and circumstances, we do not currently have a policy for complaints, we also need to teach parents about how progress will be measured. We need to offer workshops for parents to help their child in areas that need improvement.

Learning Opportunities: no policy on classroom observation for families.

In the areas of strength, we will continue implementing the positive aspects that are currently in place. We will continually strive to make improvements and get feedback from stakeholders about what is working and what may need to be revised.

Plans to improve areas of need: In order to have a more formal way to welcome new students, the student council members will actively be part of this process. Select members will give new students a tour of the school and introduce the students to key staff members.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 2.86
Communications — 2.86
Decision Making — 2.86
Advocacy — 2.67
Learning Opportunities — 2.5
Community Partnerships — 3.17
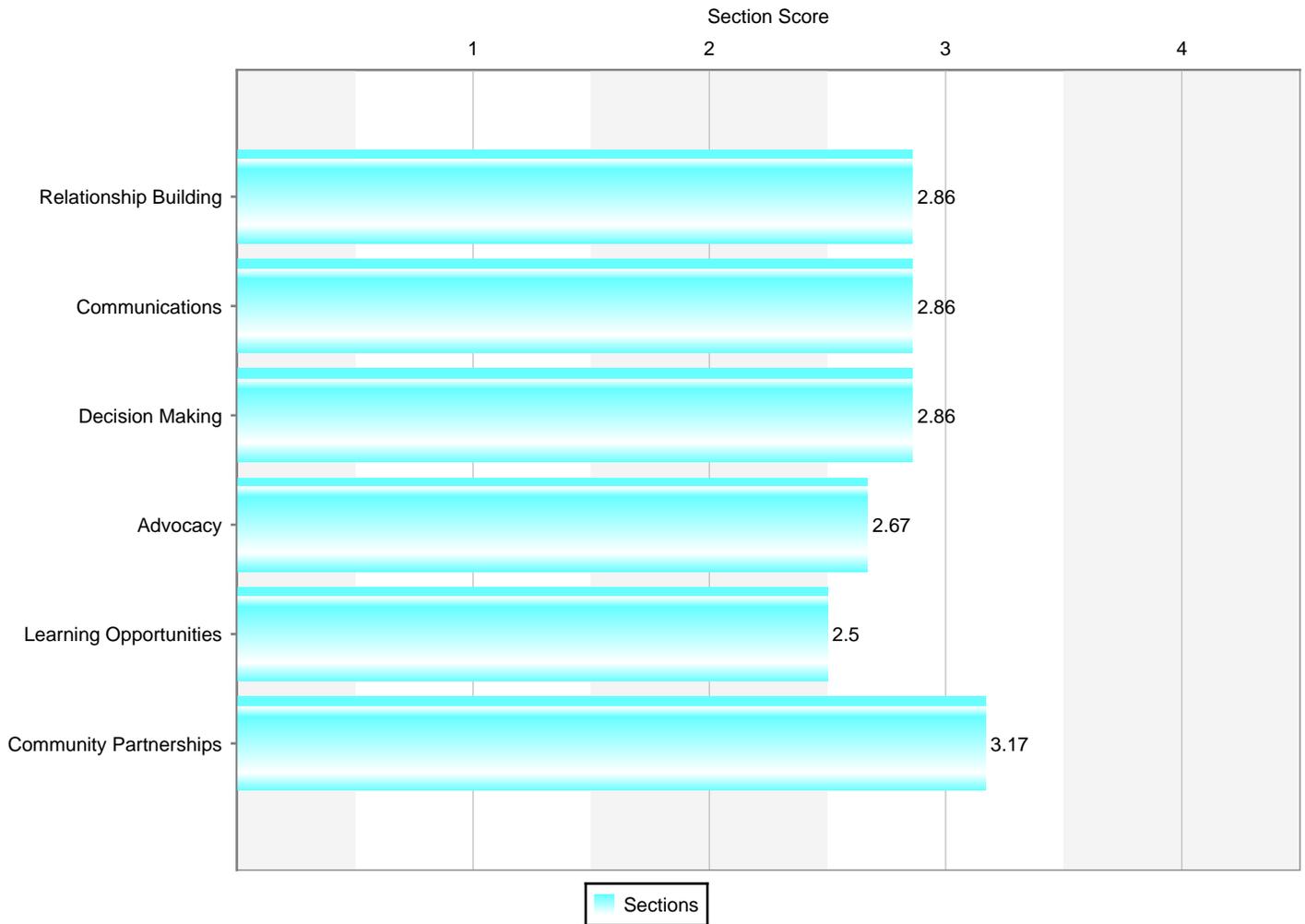
Sections

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The first step was to analyze Ryland's KPREP data from the 2015-16 year and look at trends over the last three years. At the beginning of the school year, teachers and SBDM council are aware that this after school data analysis will take place. A three hour Professional Learning session was held after school. In addition, Professional Learning Committee (PLC) meetings regularly take place where data is analyzed. During the three hour Professional Learning session, small groups were formed to look more closely at content specific data and KPREP and MAP (Measures of Academic Progress) data.

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

The CSIP committee has representatives from all grade levels. One of the committee member's responsibilities is to talk with their grade level team and get feedback on the past year's CSIP and review the current draft. In addition, once the draft CSIP was developed, during a PLC meeting teachers reviewed and gave feedback on the CSIP one last time before it is submitted.
Administrators also met with individual staff members, special education teachers and grade levels during the development of the improvement plan. The SBDM council reviewed the CSIP and gave suggestions for revisions. Once the CSIP was final, the SBDM council approved the document before it was submitted.

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

The final Ryland Heights Elementary Comprehensive School Improvement Plan will be made available to any stakeholder wishing to review it. We will put a link on the school website and inform parents in a newsletter of where they can locate the document. It will be presented and reviewed regularly by the SBDM council in order to make regular and routine improvements to the plan. This document will be a working document intended to guide instruction and to develop interventions intended to reduce gaps in learning and to improve student achievement. It is our goal to make the document meaningful and user friendly so that any who peruse it will see clear connections to the prioritized goals and actions intended to help make necessary improvements to our facility and to our academic programming.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Questions and what the data/information tell us:

1. What percentage of students achieved in the novice, apprentice, proficient and distinguished assessment categories?

Of the 290 students tested in reading, the students scored in the following performance levels:
13.4% Novice 18.6% Apprentice 41% Proficient 26.9 % Distinguished

Of the 290 students tested in math,the students scored in the following performance levels :
12.8% Novice 30.3% Apprentice 34.1% Proficient 22.8% Distinguished

Of the 98 students tested in social studies, the students scored in the following performance levels:
5.1% Novice 20.4% Apprentice 54.1% Proficient 20.4% Distinguished

Of the 98 students tested in On-Demand writing, the students scored in the following performance levels:
9.2% Novice 34.7% Apprentice 44.9% Proficient 11.2% Distinguished

Of the 94 students tested in language mechanics, the students scored in the following performance levels:
21.3% Novice 20.2% Apprentice 30.9% Proficient 27.7% Distinguished

2. What were our largest GAP areas?
Special Education Students and Free and Reduced Lunch Students were those who fell in our gap group.

3. What percentage of students made growth in the areas of reading and math from our previous testing year?
69.7% of students tested made typical growth in the area of math and 67% in the area of reading.
The data/information does not tell us:

The data does not identify instructional practices that were used at the school. It does not identify interventions in place at the school. It does not identify the number or grades of students who were new to the school during the 2015/16 school year. It does not correlate other data the school has used (like Measures of Academic Progress) to identify areas of strength,weakness or growth throughout the school year. It does not give suggestions about how to improve areas of weakness. It does not give suggestions about how to maintain or improve strength areas.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

We were pleased to have achieved an overall score on KPREP at the Distinguished/Progressing level.

We exceeded both the district and state percentiles in Reading, Social Studies and Writing. We exceeded the state percentiles in the areas of Math and Language Mechanics.

We met our Novice Reduction Goal in the area of Math.

The number of students scoring Distinguished in On-Demand Writing assessment increased from 2.3% in 2015 to 11.2% in 2016.

The number students scoring Distinguished in Reading increased from 20.5% in 2015 to 26.9% in 2106.

During the Response to Instruction (RTI) instructional block, all students below the 40%ile in MAP were involved in activities based on their instructional level. Students in grades 1 - 5 had four days of RTI instruction per week, with progress monitoring done on the fifth day. Data was monitored every other week by the RTI Admin Team and feedback was given to teachers. Teachers used the Daily 5 approach to teach reading strategies. Planning and instruction was focused on grade level Kentucky Core Academic Standards.

Guided reading instruction is planned for the students' instructional level and work station activities are rigorous and focused on standards. Read 180 and System 44 students were intentionally taught core instruction in the course of their literacy rotations. Fourth and fifth grade teachers taught the LDC modules with fidelity. The 5th grade teachers embraced the LDC modules as not just a curriculum unit, but utilized the teaching strategies found in the modules in regular core instruction. We found this true of fourth grade teachers as well.

Practices in general that positively affected student learning. ESS was used to target GAP group students. Tier 1 instruction is valued as protected time. Goal setting was done with students after KPREP results were released. Teachers from the students' previous year, met with each student to discuss their performance on KPREP. Student progress was celebrated. LDC modules were implemented. Teachers were required to submit electronic evidence for each Program Review. An evidence sheet and rationale were required for each piece.

Opportunities for Improvement

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

Beginning in August 2016, Ryland Heights Elementary School is implementing a Math Instructional Model and School Wide Writing Expectations. We feel that both of these will positively impact student learning. The model and writing expectations will be utilized in all grade levels. This will allow for consistency in language and ensuring that all key concepts are being taught.

Conclusion

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

Over the past several years, Ryland Heights Elementary School educators have implemented multiple changes to improve teaching and learning. We want to continue to use data to guide instruction. Our goal is to "stay the course," to continue utilizing many of the strategies and techniques that have helped guide improvements. In addition, we plan to be vigilant about learning and teaching the Common Core Standards to fidelity while implementing teaching formats that enable us to differentiate instruction with all students so instruction is as rigorous as possible. We know that a concerted focus on rigorous instruction will push our high and average students to new heights while providing interventions that will reduce gaps and help struggling students master grade level content more successfully.

16.17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

16.17 Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$1800
2	Tell Survey	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
3	Achievement Gap	Objectives: 2 Strategies: 8 Activities: 16	Organizational	$29970
4	Program Reviews	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$2000
5	K-PREP Combined Proficiency and Novice Reduction	Objectives: 2 Strategies: 6 Activities: 13	Organizational	$9000
6	Wellness Plan	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$10000

Goal 1: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 57% in 2016 to 63.9% by 09/29/2017 as measured by Brigance screening results (100% of students assessed.).

Strategy 1:

Kindergarten Readiness Opportunities - Kindergarten students and their families will be given opportunities to participate in what will allow them to be better prepared for kindergarten.

Category: Early Learning

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When parents enroll their child as a future kindergarten student, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills that students should try to have mastered by the time they begin kindergarten in August. If parents enroll their child in kindergarten after school starts they will also get this packet. The Family Resource Coordinator assists with the development of this information.	Parent Involvement	02/01/2017	08/31/2017	$400	Title I Schoolwide	Family Resource Center Coordinator, Teachers, Instructional Assistants, Administrators

Activity - Kindergarten Parent Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In May 2017, future kindergarten parents will be invited to attend a "Parent Academy". This academy will be facilitated by kindergarten teachers and administrators. Parents will receive a checklist of skills their child should try and master by August. Parents will also learn about effective resources and strategies to use with their child.	Parent Involvement	05/01/2017	05/26/2017	$400	Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator

Activity - Kindergarten Readiness Information on School Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Ryland school website will have information for parents on preparing their child for kindergarten. A readiness checklist will be listed along with various resources that parents may access electronically.	Technology	01/02/2017	06/30/2017	$0	No Funding Required	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the summer of 2017, a two day "Kindergarten Academy" will be available for all students to attend. The program will allow students to become familiar with school before the first day. School personnel will be available to answer questions and provide readiness resources and materials for parents.	Academic Support Program	06/01/2017	08/16/2017	$1000	General Fund	Kindergarten teachers, administrators, Family Resource Coordinator

Goal 2: Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who felt involved in the school improvement planning process from 72% in 2015 to 85% by 06/01/2017 as measured by 2017 Tell Survey.

Strategy 1:

CSIP Planning - The administrators will involve teachers in the CSIP planning process.

Category: Stakeholder Engagement

Activity - CSIP Teacher Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, by committees and grade levels, will analyze the 2015 and 2016 K-Prep data to determine areas of focus for improvement. The results of this analysis will be utilized for the Comprehensive School Improvement Plan.	Other	08/19/2015	06/01/2017	$0	No Funding Required	Ryland Heights Elementary administrators, staff and teachers.

Activity - Monitor CSIP Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice a year (February and May), staff will analyze the CSIP to monitor progress towards each goal.	Policy and Process	08/19/2015	06/01/2017	$0	No Funding Required	CSIP committee, Ryland staff, Administrators

Goal 3: Achievement Gap

Measurable Objective 1:

collaborate to increase achievement and percentage of proficiency for students in the non duplicated gap group in the area of READING at Ryland Heights Elementary from 53.1% in 2016 to 60% by 09/29/2017 as measured by school report card delivery targets.

Strategy 1:

Tier I Instruction in Reading - All students at each grade level will be provided opportunities to develop reading stamina, fluency and increase comprehension.

Category: Integrated Methods for Learning

Activity - Increase reading stamina and comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be given challenging text in which the length of the text gets progressively longer and more complex throughout the school year. Text dependent and inferential questions will be asked of the students as well as close reading strategies will be used.	Academic Support Program	08/17/2016	06/30/2017	$0	No Funding Required	Title I Staff support, Teachers, Administrators, District Support Personnel

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select from a variety of research based reading intervention programs such as: Orton Gillingham, SPIRE, DIBELS, Fry word lists, Great Leaps, Read Naturally, direct instruction in reading comprehension questions and/or Fluency Reads to meet the individual needs of students.	Academic Support Program	08/17/2016	06/30/2017	$0	No Funding Required	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists

Strategy 2:

System 44 - Targeted students will receive 90 minutes of instruction 5 days a week using the Scholastic System 44 program.

Category: Integrated Methods for Learning

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System 44 teachers will utilize the System 44 data and analyze individual student progress weekly. The RTI administration team will give teachers feedback on student progress.	Academic Support Program	08/17/2016	06/30/2017	$3000	District Funding	Teachers, administrators, district support personnel

Activity - Data analysis meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators, System 44 teachers and district support personnel will meet monthly to review student data. This team will monitor data and discuss students needing to start or exit the System 44 program.	Academic Support Program	08/17/2016	06/30/2017	$0	No Funding Required	System 44 teachers, RTI Admin Team and district support personnel

Activity - Co-taught System 44 Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The third grade System 44 classroom is co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/17/2016	06/30/2017	$0	No Funding Required	Teachers, administrators, instructional assistant

Strategy 3:

Read 180 - Targeted students will receive 75 minutes of instruction, 5 days a week, using the Scholastic Read 180 program.

Category: Integrated Methods for Learning

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 teachers will utilize the Read 180 data and analyze individual student progress weekly. The RTI administration team will give teachers feedback on student progress.	Academic Support Program	08/17/2016	06/30/2017	$3000	District Funding	Read 180 teachers, RTI Admin Team and district support personnel

Activity - Data analysis meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, Read 180 teachers and district support personnel will meet monthly to review student data. This team will monitor data and discuss students needing to start or exit the Read 180 program.	Academic Support Program	08/17/2016	06/30/2017	$0	No Funding Required	Read 180 teachers, administrators and district support personnel

Activity - Co-taught Read 180 classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fourth and fifth grade System 44/Hybrid 180 and Read 180 classrooms are co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/17/2016	06/30/2017	$0	No Funding Required	Teachers, Administrators, District Support Personnel

Strategy 4:

After School Program - Teachers will provide tutoring to students in the areas of reading in the after school program.

Category: Learning Systems

Activity - 2st Century After School Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students staying for the 21st Century after school program will receive homework help in the area of reading. Teachers will focus on specific needs as identified by classroom teachers.	Academic Support Program	09/06/2016	06/02/2017	$5000	Grant Funds	teachers, 21st Century Staff members

Strategy 5:

Professional Learning - Teachers will participate in professional learning activities in the areas of curriculum, instruction and assessment.

Category: Professional Learning & Support

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in data analysis. MAP, Brigance and KPREP data will be analyzed in order to identify areas of strength and areas for growth. In addition, in the areas of achievement, growth and gap strengths and areas needing improvement will analyzed. PLCs will occur throughout the school year to analyze formative and summative assessments, MAP, SRI and other forms of data.	Professional Learning	07/01/2016	06/30/2017	$0	No Funding Required	Teachers, administrators and district support staff

Activity - Special Education Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers and administrators will collaborate to analyze assessment data, monitor student progress and share instructional strategies and interventions.	Professional Learning	07/01/2016	10/06/2017	$0	No Funding Required	Special Education teachers, school psychologist, administrators, counselor and district support staff

Strategy 6:

iRead program - The iRead program will be purchased for students in grades kindergarten - second grade. Select students in upper grades may also use the program if the System 44 program is too advanced for their level.

Category: Early Learning

Activity - iRead program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students in grades kindergarten - second grade will use the iRead program daily. Selected students in third and fourth grades will use the program as needed due to their reading level.	Academic Support Program	12/01/2016	12/01/2017	$9500	Title I Schoolwide	teachers, instructional assistants, administrators, district support staff

Activity - Teacher training for IRead program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten - second grade teachers along with select special education teachers will be trained by a district curriculum consultant. The training will focus on implementation of program to fidelity. In addition, teachers will be trained on the software and progress monitoring.	Professional Learning	12/01/2016	05/26/2017	$1500	Title I Schoolwide	Teachers, administrators, district curriculum consultant

Measurable Objective 2:

collaborate to improve achievement and percentage of proficiency of students in the nonduplicated gap group in the area of MATH at Ryland Heights Elementary from 35.2% in 2016 to 57% by 09/29/2017 as measured by K-Prep Delivery Targets.

Strategy 1:

Math Instructional Strategies - Teachers will receive additional training and professional learning opportunities on math instructional strategies.

Category: Integrated Methods for Learning

Activity - Math Instructional Resources and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive professional learning on effective Mathematical Instructional Strategies. Professional Learning Community (PLC) meetings throughout the year will focus on Mathematical Instructional Strategies. in order for teachers to increase their knowledge. The expectation will be for students to be actively engaged during math instruction.	Academic Support Program	08/17/2016	06/30/2017	$0	No Funding Required	Teaching Staff, Instructional Assistants, Administration, Central Office Support Staff

Strategy 2:

After School Program - Students staying for the 21st Century after school program will receive homework help in the area of math. Teachers will focus on specific

needs as identified by classroom teachers.

Category: Learning Systems

Activity - 21st Century After School Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participating in the 21st Century After school program will receive homework help in the areas of math. Teachers will focus on specific needs as identified by classroom teachers.	Academic Support Program	09/06/2016	06/02/2017	$5000	Grant Funds	Teachers, 21st Century staff

Activity - After School Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be given the opportunity to receive after school intervention in the area of math. Transportation will be provided by the 21st Century After School Program.	Tutoring	01/02/2017	05/26/2017	$2970	Grant Funds, District Funding	teachers, 21st Century staff members, administrators

Goal 4: Program Reviews

Measurable Objective 1:

collaborate to increase our school's Writing Program Review score from 95% Proficient/Distinguished in 2016 to 97% Meets or Exceeds by 06/30/2017 as measured by the Program Review State Report.

Strategy 1:

Program Review Committee - Intentional monitoring and implementation: Administration and the Program Review Committee will monitor the implementation of Writing across all grade levels and review findings to SBDM council.

Category: Management Systems

Activity - Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will provide evidence of Writing program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive. The evidence will be collected and monitored throughout the year by program review committees and administrators.	Other	07/01/2016	06/30/2017	$0	No Funding Required	Program Review Committee members, administrators and all teachers

Activity - Monitor implementation of Writing Program Review Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Program Review Committee will monitor the implementation of the elements in the Writing Program Review Rubric. The committee will share progress with SBDM council regularly.	Academic Support Program	08/01/2016	06/30/2017	$0	No Funding Required	Program Review Committee, Administrators, District support staff

Strategy 2:

Professional Learning Opportunities for Teachers in the Program Review Areas - Staff will be given intentional professional learning opportunities in order to enhance writing instruction in the classroom.

Category: Professional Learning & Support

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning will be provided to regular education teachers during the school day to keep them abreast of best practices in the writing. Periodic PLC meetings will provide teachers with additional writing resources and strategies.	Professional Learning	07/01/2016	06/30/2017	$0	No Funding Required	Teachers, Central Office Support Staff, Administrators

Activity - Formative and Summative Assessments - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with District Support Staff and school administrators to develop formative and summative assessments to use with students in the area of writing.	Professional Learning	08/01/2016	06/30/2017	$0	No Funding Required	Teachers, administrators and District Support Staff

Strategy 3:

In-school Opportunities - Students will have the opportunity to participate in a variety of activities that specifically relate to Writing.

Category: Integrated Methods for Learning

Activity - Writing Enrichment Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local and nationally recognized authors will be scheduled to visit. These authors will talk with students about the writing process. Students will be able to make connections with their own writing.	Academic Support Program	09/01/2016	06/01/2017	$2000	Other	Media Specialist, administrators

Activity - On-Demand Writing Boot Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third, Fourth and Fifth grade teachers and students will participate in writing boot camps. At least three boot camps will be scheduled throughout the school year. The boot camp will focus on identifying instructional strategies to implement to improve student writing. District consultants will collaborate with classroom teachers to model expectations.	Academic Support Program	11/01/2016	05/26/2017	$0	No Funding Required	Teachers, Central Office Staff, Administrators

Activity - School wide consistency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades Kindergarten through fifth grade will use the school-wide expectations to implement the writing program in their classroom. This will ensure consistent language among all grade levels.	Academic Support Program	07/01/2016	06/30/2017	$0	No Funding Required	Teachers, Central Office Staff, Administrators

Activity - Use of Proficient Writing Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will share and use with students work samples as exemplar models to demonstrate proficiency.	Academic Support Program	08/01/2016	06/30/2017	$0	No Funding Required	Teachers, Administrators, District support staff

Goal 5: K-PREP Combined Proficiency and Novice Reduction

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP proficiency scores from 62.4% in 2016 to 68.7% by 10/06/2017 as measured by school report card delivery targets.

Strategy 1:

Best practices in Reading - Teachers will implement best practices within the daily reading block.

Category: Integrated Methods for Learning

Activity - Reading Stamina/Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly read more difficult text that is at or above their reading level, and they will be asked to answer text dependent questions with accuracy on common assessments and on grade and class developed assessments.The following programs may be used to assist with comprehension skills: Daily 5, Accelerated Reader, Reading Counts, Story Works, Reading A-Z, Readworks.org, and/or Aimsweb.	Academic Support Program	07/01/2016	06/30/2017	$0	No Funding Required	Teachers, instructional assistants, administrators and district support personnel

Activity - Improve Reading Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All primary students (and as needed with intermediate students) will be provided with grade level Fry word lists they are expected to master or to move on to higher level lists. Students who struggle will be provided with support from an instructional assistant, teacher or volunteer. Students whose reading fluency is one grade level below grade expectation (as measured by MAP, SRI, Aimsweb, Lexile or other measures) will participate in a Response to Intervention (RTI) group which will be facilitated by an instructional assistant, teacher or work with a volunteer.	Academic Support Program	07/01/2016	06/30/2017	$0	No Funding Required	Teachers, instructional assistants, administrators and Central Office support personnel

Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Technology resources will be used to differentiate instruction for students in reading. In addition, technology will be utilized to progress monitor. Resources such as Moby Max, Compass Learning, Read 180, System 44, Aimsweb, Easy CBM and additional technology such as iPads and chromebooks will be utilized. | Technology | 07/01/2016 | 06/30/2017 | $3000 | Title I Schoolwide | Administrative Team, Title I staff, Regular and special education staff |

Strategy 2:

Best practices in Math - Teachers will implement best practices within the daily math block.

Category: Integrated Methods for Learning

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in differentiated small group instruction. Resources such as Do The Math, Moby Max, Xtramath, Otter Creek and fact fluency resources may be used. Students may also work in a Response to Intervention (RTI) group or with a volunteer.	Academic Support Program	07/01/2016	06/30/2017	$1000	Title I Schoolwide	Instructional Assistant, Curriculum, Instruction and Assessment Committee members, Administration and instructional staff members

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement Number Talks as a regular part of their Tier 1 mathematics block at least three times per week. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods to master foundational numeracy concepts.	Academic Support Program	07/01/2016	06/30/2017	$0	No Funding Required	Classroom teachers

Strategy 3:

Professional Learning Community Meetings - Teachers will collaborate with colleagues during Professional Learning Community meetings on a weekly basis.

Category: Continuous Improvement

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Grade levels will have intentional common planning time for teachers to collaborate during weekly Professional Learning Community meetings. Teachers will also be given the opportunity to lead PLC meetings when appropriate and/or give input on PLC agendas.	Professional Learning	08/01/2016	06/30/2017	$0	No Funding Required	Teachers, Administration, Central Office Support Personnel

Activity - Descartes Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional training will be provided for teachers that may need assistance with DesCartes in order to identify student needs for intervention focus.	Academic Support Program	07/01/2016	06/30/2017	$0	No Funding Required	Teachers, instructional assistants, administrators

Activity - Analyze data and student work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze various forms of data. In addition, student work samples will be reviewed to determine areas of strength and weaknesses.	Academic Support Program	08/01/2016	06/30/2017	$0	No Funding Required	teachers, administrators, district support staff

Activity - Grade Level Team Planning Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given a half planning day to review student data, timelines, assessments and plan instruction with their grade level team.	Professional Learning	01/02/2017	05/26/2017	$3000	Title I Schoolwide	Teachers, administration

Strategy 4:

Meaningful Engagement - Kagan Strategies - Teachers will use Kagan engagement strategies with all students to increase student engagement and deepen student understanding of concepts.

Category: Integrated Methods for Learning

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kagan engagement strategies with all students to increase student engagement and deepen student understanding of concepts.	Academic Support Program	08/17/2016	06/30/2017	$0	No Funding Required	Teachers, administrators, district support staff

Measurable Objective 2:

collaborate to reduce the combined percentage of students scoring in the novice range from 13.1% to 12% by 10/06/2017 as measured by KPREP results and school report card.

Strategy 1:

Response To Instruction RTI - Students will be place in the appropriate RTI intervention to help decrease novice performance.

Category: Integrated Methods for Learning

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students whose scores fall below the 40th percentile on the MAP Reading and Math assessment will participate in a Tier II or Tier III intervention. In addition, SRI and SPI data will be analyzed to identify students for RtI instruction.	Academic Support Program	09/01/2016	06/30/2017	$0	No Funding Required	Teachers, administrators, instructional assistants

Strategy 2:

Formative and Summative Assessments - Utilize formative and summative assessments and identify students' needs.

Category: Integrated Methods for Learning

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Mastery Connect in third – fifth grades to conduct formative and summative assessments and identify students' needs.	Academic Support Program	08/17/2016	06/30/2017	$2000	General Fund	Third, fourth and fifth grade teachers, administrators

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades third - fifth will participate in KPREP-like scrimmage in the areas of reading and math. Teachers and administrators will review results and determine areas needed for additional instruction or review.	Academic Support Program	11/01/2016	05/05/2017	$0	No Funding Required	Teachers, administrators and district support staff

Goal 6: Wellness Plan

Measurable Objective 1:

collaborate to to increase participation in wellness activities of all faculty members to 100% by 06/30/2017 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will continue to monitor the plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Professional Learning & Support

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Ryland Wellness Committee will continue to monitor and implement the plan regarding the wellness implementation of the KCSD wellness policy and school level wellness policy.	Policy and Process	07/01/2016	06/30/2017	$0	No Funding Required	The Ryland Wellness Committee comprised of administrative, certified, classified and parent members.

Strategy 2:

Wellness Club - A partnership among school staff and community resources will be utilized to continue a staff "Wellness Club" to promote healthy lifestyles.

Category: Other - Wellness

Activity - Wellness Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A partnership among school staff and community resources will be utilized to continue a staff "Wellness Club" to promote healthy lifestyles.	Community Engagement	08/01/2016	06/30/2017	$0	No Funding Required	Administrators, wellness committee, community members

Strategy 3:

Ryland Heights Elementary Nature Trail - Ryland Elementary will partner with community members in the improvement of the nature trail located on the school property.

Category: Stakeholder Engagement

Activity - Nature Trail Improvements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will partner with various community organizations including: Cincinnati Zoo, Kenton County Planning and Development, the Kenton County School District, Kenton County Parks and Recreation and 21st Century Program. The purpose of these partnerships is to renovate the trail to be used for education, health and community events. The funding is provided through the PTO fundraiser event.	Community Engagement	11/01/2016	06/30/2017	$10000	Other	Ryland staff, various community members, PTO members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Academy	In the summer of 2017, a two day "Kindergarten Academy" will be available for all students to attend. The program will allow students to become familiar with school before the first day. School personnel will be available to answer questions and provide readiness resources and materials for parents.	Academic Support Program	06/01/2017	08/16/2017	$1000	Kindergarten teachers, administrators, Family Resource Coordinator
Mastery Connect	Teachers will utilize Mastery Connect in third – fifth grades to conduct formative and summative assessments and identify students' needs.	Academic Support Program	08/17/2016	06/30/2017	$2000	Third, fourth and fifth grade teachers, administrators
				Total	$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data analysis meetings	Administrators, Read 180 teachers and district support personnel will meet monthly to review student data. This team will monitor data and discuss students needing to start or exit the Read 180 program.	Academic Support Program	08/17/2016	06/30/2017	$0	Read 180 teachers, administrators and district support personnel
RTI Instruction	All students whose scores fall below the 40th percentile on the MAP Reading and Math assessment will participate in a Tier II or Tier III intervention. In addition, SRI and SPI data will be analyzed to identify students for RtI instruction.	Academic Support Program	09/01/2016	06/30/2017	$0	Teachers, administrators, instructional assistants
CSIP Teacher Involvement	Teachers, by committees and grade levels, will analyze the 2015 and 2016 K-Prep data to determine areas of focus for improvement. The results of this analysis will be utilized for the Comprehensive School Improvement Plan.	Other	08/19/2015	06/01/2017	$0	Ryland Heights Elementary administrators, staff and teachers.

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Wellness Leadership Development	The Ryland Wellness Committee will continue to monitor and implement the plan regarding the wellness implementation of the KCSD wellness policy and school level wellness policy.	Policy and Process	07/01/2016	06/30/2017	$0	The Ryland Wellness Committee comprised of administrative, certified, classified and parent members.
Descartes Resources	Additional training will be provided for teachers that may need assistance with DesCartes in order to identify student needs for intervention focus.	Academic Support Program	07/01/2016	06/30/2017	$0	Teachers, instructional assistants, administrators
Co-taught Read 180 classrooms	The fourth and fifth grade System 44/Hybrid 180 and Read 180 classrooms are co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/17/2016	06/30/2017	$0	Teachers, Administrators, District Support Personnel
Wellness Club	A partnership among school staff and community resources will be utilized to continue a staff "Wellness Club" to promote healthy lifestyles.	Community Engagement	08/01/2016	06/30/2017	$0	Administrators, wellness committee, community members
Differentiation	Teachers will select from a variety of research based reading intervention programs such as: Orton Gillingham, SPIRE, DIBELS, Fry word lists, Great Leaps, Read Naturally, direct instruction in reading comprehension questions and/or Fluency Reads to meet the individual needs of students.	Academic Support Program	08/17/2016	06/30/2017	$0	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists
Professional Learning Communities (PLC)	Professional learning will be provided to regular education teachers during the school day to keep them abreast of best practices in the writing. Periodic PLC meetings will provide teachers with additional writing resources and strategies.	Professional Learning	07/01/2016	06/30/2017	$0	Teachers, Central Office Support Staff, Administrators
Special Education Collaboration	Special education teachers and administrators will collaborate to analyze assessment data, monitor student progress and share instructional strategies and interventions.	Professional Learning	07/01/2016	10/06/2017	$0	Special Education teachers, school psychologist, administrators, counselor and district support staff

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Data Analysis	Teachers will participate in data analysis. MAP, Brigance and KPREP data will be analyzed in order to identify areas of strength and areas for growth. In addition, in the areas of achievement, growth and gap strengths and areas needing improvement will analyzed. PLCs will occur throughout the school year to analyze formative and summative assessments, MAP, SRI and other forms of data.	Professional Learning	07/01/2016	06/30/2017	$0	Teachers, administrators and district support staff
Instructional Strategies	Grade levels will have intentional common planning time for teachers to collaborate during weekly Professional Learning Community meetings. Teachers will also be given the opportunity to lead PLC meetings when appropriate and/or give input on PLC agendas.	Professional Learning	08/01/2016	06/30/2017	$0	Teachers, Administration, Central Office Support Personnel
Monitor CSIP Progress	Twice a year (February and May), staff will analyze the CSIP to monitor progress towards each goal.	Policy and Process	08/19/2015	06/01/2017	$0	CSIP committee, Ryland staff, Administrators
Formative and Summative Assessments - PLC	Teachers will work with District Support Staff and school administrators to develop formative and summative assessments to use with students in the area of writing.	Professional Learning	08/01/2016	06/30/2017	$0	Teachers, administrators and District Support Staff
Analyze data and student work	Teachers will analyze various forms of data. In addition, student work samples will be reviewed to determine areas of strength and weaknesses.	Academic Support Program	08/01/2016	06/30/2017	$0	teachers, administrators, district support staff
Improve Reading Fluency	All primary students (and as needed with intermediate students) will be provided with grade level Fry word lists they are expected to master or to move on to higher level lists. Students who struggle will be provided with support from an instructional assistant, teacher or volunteer. Students whose reading fluency is one grade level below grade expectation (as measured by MAP, SRI, Aimsweb, Lexile or other measures) will participate in a Response to Intervention (RTI) group which will be facilitated by an instructional assistant, teacher or work with a volunteer.	Academic Support Program	07/01/2016	06/30/2017	$0	Teachers, instructional assistants, administrators and Central Office support personnel
Data analysis meetings	Administrators, System 44 teachers and district support personnel will meet monthly to review student data. This team will monitor data and discuss students needing to start or exit the System 44 program.	Academic Support Program	08/17/2016	06/30/2017	$0	System 44 teachers, RTI Admin Team and district support personnel
Co-taught System 44 Classroom	The third grade System 44 classroom is co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/17/2016	06/30/2017	$0	Teachers, administrators, instructional assistant

Evidence	All grade levels will provide evidence of Writing program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive. The evidence will be collected and monitored throughout the year by program review committees and administrators.	Other	07/01/2016	06/30/2017	$0	Program Review Committee members, administrators and all teachers
Monitor implementation of Writing Program Review Rubric	The Writing Program Review Committee will monitor the implementation of the elements in the Writing Program Review Rubric. The committee will share progress with SBDM council regularly.	Academic Support Program	08/01/2016	06/30/2017	$0	Program Review Committee, Administrators, District support staff
Reading Stamina/Comprehension	At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly read more difficult text that is at or above their reading level, and they will be asked to answer text dependent questions with accuracy on common assessments and on grade and class developed assessments.The following programs may be used to assist with comprehension skills: Daily 5, Accelerated Reader, Reading Counts, Story Works, Reading A-Z, Readworks.org, and/or Aimsweb.	Academic Support Program	07/01/2016	06/30/2017	$0	Teachers, instructional assistants, administrators and district support personnel
Scrimmage Testing	Students in grades third - fifth will participate in KPREP-like scrimmage in the areas of reading and math. Teachers and administrators will review results and determine areas needed for additional instruction or review.	Academic Support Program	11/01/2016	05/05/2017	$0	Teachers, administrators and district support staff
Increase reading stamina and comprehension	All students will be given challenging text in which the length of the text gets progressively longer and more complex throughout the school year. Text dependent and inferential questions will be asked of the students as well as close reading strategies will be used.	Academic Support Program	08/17/2016	06/30/2017	$0	Title I Staff support, Teachers, Administrators, District Support Personnel
On-Demand Writing Boot Camp	Third, Fourth and Fifth grade teachers and students will participate in writing boot camps. At least three boot camps will be scheduled throughout the school year. The boot camp will focus on identifying instructional strategies to implement to improve student writing. District consultants will collaborate with classroom teachers to model expectations.	Academic Support Program	11/01/2016	05/26/2017	$0	Teachers, Central Office Staff, Administrators
Math Instructional Resources and Training	All teachers will receive professional learning on effective Mathematical Instructional Strategies. Professional Learning Community (PLC) meetings throughout the year will focus on Mathematical Instructional Strategies. in order for teachers to increase their knowledge. The expectation will be for students to be actively engaged during math instruction.	Academic Support Program	08/17/2016	06/30/2017	$0	Teaching Staff, Instructional Assistants, Administration, Central Office Support Staff

Use of Proficient Writing Models	Teachers will share and use with students work samples as exemplar models to demonstrate proficiency.	Academic Support Program	08/01/2016	06/30/2017	$0	Teachers, Administrators, District support staff
School wide consistency	Teachers in grades Kindergarten through fifth grade will use the school-wide expectations to implement the writing program in their classroom. This will ensure consistent language among all grade levels.	Academic Support Program	07/01/2016	06/30/2017	$0	Teachers, Central Office Staff, Administrators
Kagan Strategies	Teachers will use Kagan engagement strategies with all students to increase student engagement and deepen student understanding of concepts.	Academic Support Program	08/17/2016	06/30/2017	$0	Teachers, administrators, district support staff
Number Talks	Classroom teachers will implement Number Talks as a regular part of their Tier 1 mathematics block at least three times per week. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods to master foundational numeracy concepts.	Academic Support Program	07/01/2016	06/30/2017	$0	Classroom teachers
Kindergarten Readiness Information on School Website	The Ryland school website will have information for parents on preparing their child for kindergarten. A readiness checklist will be listed along with various resources that parents may access electronically.	Technology	01/02/2017	06/30/2017	$0	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Enrichment Opportunities	Local and nationally recognized authors will be scheduled to visit. These authors will talk with students about the writing process. Students will be able to make connections with their own writing.	Academic Support Program	09/01/2016	06/01/2017	$2000	Media Specialist, administrators
Nature Trail Improvements	The school will partner with various community organizations including: Cincinnati Zoo, Kenton County Planning and Development, the Kenton County School District, Kenton County Parks and Recreation and 21st Century Program. The purpose of these partnerships is to renovate the trail to be used for education, health and community events. The funding is provided through the PTO fundraiser event.	Community Engagement	11/01/2016	06/30/2017	$10000	Ryland staff, various community members, PTO members
				Total	$12000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
2st Century After School Homework Help	Students staying for the 21st Century after school program will receive homework help in the area of reading. Teachers will focus on specific needs as identified by classroom teachers.	Academic Support Program	09/06/2016	06/02/2017	$5000	teachers, 21st Century Staff members
After School Math Intervention	Identified students will be given the opportunity to receive after school intervention in the area of math. Transportation will be provided by the 21st Century After School Program.	Tutoring	01/02/2017	05/26/2017	$2000	teachers, 21st Century staff members, administrators
21st Century After School Homework Help	Students participating in the 21st Century After school program will receive homework help in the areas of math. Teachers will focus on specific needs as identified by classroom teachers.	Academic Support Program	09/06/2016	06/02/2017	$5000	Teachers, 21st Century staff
				Total	$12000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Parent Academy	In May 2017, future kindergarten parents will be invited to attend a "Parent Academy". This academy will be facilitated by kindergarten teachers and administrators. Parents will receive a checklist of skills their child should try and master by August. Parents will also learn about effective resources and strategies to use with their child.	Parent Involvement	05/01/2017	05/26/2017	$400	Administrators, Kindergarten Teachers, Family Resource Coordinator
iRead program	Students in grades kindergarten - second grade will use the iRead program daily. Selected students in third and fourth grades will use the program as needed due to their reading level.	Academic Support Program	12/01/2016	12/01/2017	$9500	teachers, instructional assistants, administrators, district support staff
Teacher training for IRead program	All kindergarten - second grade teachers along with select special education teachers will be trained by a district curriculum consultant. The training will focus on implementation of program to fidelity. In addition, teachers will be trained on the software and progress monitoring.	Professional Learning	12/01/2016	05/26/2017	$1500	Teachers, administrators, district curriculum consultant

Math Differentiated Instruction	Students will participate in differentiated small group instruction. Resources such as Do The Math, Moby Max, Xtramath, Otter Creek and fact fluency resources may be used. Students may also work in a Response to Intervention (RTI) group or with a volunteer.	Academic Support Program	07/01/2016	06/30/2017	$1000	Instructional Assistant, Curriculum, Instruction and Assessment Committee members, Administration and instructional staff members
Early Intervention Kindergarten Information for Parents	When parents enroll their child as a future kindergarten student, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills that students should try to have mastered by the time they begin kindergarten in August. If parents enroll their child in kindergarten after school starts they will also get this packet. The Family Resource Coordinator assists with the development of this information.	Parent Involvement	02/01/2017	08/31/2017	$400	Family Resource Center Coordinator, Teachers, Instructional Assistants, Administrators
Technology Resources	Technology resources will be used to differentiate instruction for students in reading. In addition, technology will be utilized to progress monitor. Resources such as Moby Max, Compass Learning, Read 180, System 44, Aimsweb, Easy CBM and additional technology such as iPads and chromebooks will be utilized.	Technology	07/01/2016	06/30/2017	$3000	Administrative Team, Title I staff, Regular and special education staff
Grade Level Team Planning Day	Teachers will be given a half planning day to review student data, timelines, assessments and plan instruction with their grade level team.	Professional Learning	01/02/2017	05/26/2017	$3000	Teachers, administration
				Total	$18800	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Math Intervention	Identified students will be given the opportunity to receive after school intervention in the area of math. Transportation will be provided by the 21st Century After School Program.	Tutoring	01/02/2017	05/26/2017	$970	teachers, 21st Century staff members, administrators
Progress Monitoring	System 44 teachers will utilize the System 44 data and analyze individual student progress weekly. The RTI administration team will give teachers feedback on student progress.	Academic Support Program	08/17/2016	06/30/2017	$3000	Teachers, administrators, district support personnel

Progress Monitoring	Read 180 teachers will utilize the Read 180 data and analyze individual student progress weekly. The RTI administration team will give teachers feedback on student progress.	Academic Support Program	08/17/2016	06/30/2017	$3000	Read 180 teachers, RTI Admin Team and district support personnel
				Total	$6970	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.kenton.kyschools.us/36/Home	

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who felt involved in the school improvement planning process from 72% in 2015 to 85% by 06/01/2017 as measured by 2017 Tell Survey.

Strategy1:

CSIP Planning - The administrators will involve teachers in the CSIP planning process.

Category: Stakeholder Engagement

Research Cited:

Activity - Monitor CSIP Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice a year (February and May), staff will analyze the CSIP to monitor progress towards each goal.	Policy and Process	08/19/2015	06/01/2017	$0 - No Funding Required	CSIP committee, Ryland staff, Administrators

Activity - CSIP Teacher Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, by committees and grade levels, will analyze the 2015 and 2016 K-Prep data to determine areas of focus for improvement. The results of this analysis will be utilized for the Comprehensive School Improvement Plan.	Other	08/19/2015	06/01/2017	$0 - No Funding Required	Ryland Heights Elementary administrators, staff and teachers.

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

Goal 1:

K-PREP Combined Proficiency and Novice Reduction

Measurable Objective 1:

collaborate to reduce the combined percentage of students scoring in the novice range from 13.1% to 12% by 10/06/2017 as measured by KPREP results and school report card.

Strategy1:

Formative and Summative Assessments - Utilize formative and summative assessments and identify students' needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Mastery Connect in third – fifth grades to conduct formative and summative assessments and identify students' needs.	Academic Support Program	08/17/2016	06/30/2017	$2000 - General Fund	Third, fourth and fifth grade teachers, administrators

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades third - fifth will participate in KPREP-like scrimmage in the areas of reading and math. Teachers and administrators will review results and determine areas needed for additional instruction or review.	Academic Support Program	11/01/2016	05/05/2017	$0 - No Funding Required	Teachers, administrators and district support staff

Strategy2:

Response To Instruction RTI - Students will be place in the appropriate RTI intervention to help decrease novice performance.

Category: Integrated Methods for Learning

Research Cited:

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students whose scores fall below the 40th percentile on the MAP Reading and Math assessment will participate in a Tier II or Tier III intervention. In addition, SRI and SPI data will be analyzed to identify students for RtI instruction.	Academic Support Program	09/01/2016	06/30/2017	$0 - No Funding Required	Teachers, administrators, instructional assistants

Measurable Objective 2:

collaborate to increase the combined reading and math K-PREP proficiency scores from 62.4% in 2016 to 68.7% by 10/06/2017 as measured by school report card delivery targets.

Strategy1:

Professional Learning Community Meetings - Teachers will collaborate with colleagues during Professional Learning Community meetings on a weekly basis.

Category: Continuous Improvement

Research Cited:

Activity - Analyze data and student work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze various forms of data. In addition, student work samples will be reviewed to determine areas of strength and weaknesses.	Academic Support Program	08/01/2016	06/30/2017	$0 - No Funding Required	teachers, administrators, district support staff

Activity - Descartes Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional training will be provided for teachers that may need assistance with DesCartes in order to identify student needs for intervention focus.	Academic Support Program	07/01/2016	06/30/2017	$0 - No Funding Required	Teachers, instructional assistants, administrators

Activity - Grade Level Team Planning Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given a half planning day to review student data, timelines, assessments and plan instruction with their grade level team.	Professional Learning	01/02/2017	05/26/2017	$3000 - Title I Schoolwide	Teachers, administration

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will have intentional common planning time for teachers to collaborate during weekly Professional Learning Community meetings. Teachers will also be given the opportunity to lead PLC meetings when appropriate and/or give input on PLC agendas.	Professional Learning	08/01/2016	06/30/2017	$0 - No Funding Required	Teachers, Administration, Central Office Support Personnel

Strategy2:

Best practices in Reading - Teachers will implement best practices within the daily reading block.

Category: Integrated Methods for Learning

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology resources will be used to differentiate instruction for students in reading. In addition, technology will be utilized to progress monitor. Resources such as Moby Max, Compass Learning, Read 180, System 44, Aimsweb, Easy CBM and additional technology such as iPads and chromebooks will be utilized.	Technology	07/01/2016	06/30/2017	$3000 - Title I Schoolwide	Administrative Team, Title I staff, Regular and special education staff

Activity - Reading Stamina/Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly read more difficult text that is at or above their reading level, and they will be asked to answer text dependent questions with accuracy on common assessments and on grade and class developed assessments.The following programs may be used to assist with comprehension skills: Daily 5, Accelerated Reader, Reading Counts, Story Works, Reading A-Z, Readworks.org, and/or Aimsweb.	Academic Support Program	07/01/2016	06/30/2017	$0 - No Funding Required	Teachers, instructional assistants, administrators and district support personnel

Activity - Improve Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary students (and as needed with intermediate students) will be provided with grade level Fry word lists they are expected to master or to move on to higher level lists. Students who struggle will be provided with support from an instructional assistant, teacher or volunteer. Students whose reading fluency is one grade level below grade expectation (as measured by MAP, SRI, Aimsweb, Lexile or other measures) will participate in a Response to Intervention (RTI) group which will be facilitated by an instructional assistant, teacher or work with a volunteer.	Academic Support Program	07/01/2016	06/30/2017	$0 - No Funding Required	Teachers, instructional assistants, administrators and Central Office support personnel

Strategy3:

Best practices in Math - Teachers will implement best practices within the daily math block.

Category: Integrated Methods for Learning

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will implement Number Talks as a regular part of their Tier 1 mathematics block at least three times per week. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods to master foundational numeracy concepts.	Academic Support Program	07/01/2016	06/30/2017	$0 - No Funding Required	Classroom teachers

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in differentiated small group instruction. Resources such as Do The Math, Moby Max, Xtramath, Otter Creek and fact fluency resources may be used. Students may also work in a Response to Intervention (RTI) group or with a volunteer.	Academic Support Program	07/01/2016	06/30/2017	$1000 - Title I Schoolwide	Instructional Assistant, Curriculum, Instruction and Assessment Committee members, Administration and instructional staff members

Strategy4:

Meaningful Engagement - Kagan Strategies - Teachers will use Kagan engagement strategies with all students to increase student

engagement and deepen student understanding of concepts.

Category: Integrated Methods for Learning

Research Cited:

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan engagement strategies with all students to increase student engagement and deepen student understanding of concepts.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teachers, administrators, district support staff

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 57% in 2016 to 63.9% by

09/29/2017 as measured by Brigance screening results (100% of students assessed.).

Strategy1:

Kindergarten Readiness Opportunities - Kindergarten students and their families will be given opportunities to participate in what will allow

them to be better prepared for kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Information on School Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Ryland school website will have information for parents on preparing their child for kindergarten. A readiness checklist will be listed along with various resources that parents may access electronically.	Technology	01/02/2017	06/30/2017	$0 - No Funding Required	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the summer of 2017, a two day "Kindergarten Academy" will be available for all students to attend. The program will allow students to become familiar with school before the first day. School personnel will be available to answer questions and provide readiness resources and materials for parents.	Academic Support Program	06/01/2017	08/16/2017	$1000 - General Fund	Kindergarten teachers, administrators, Family Resource Coordinator

Activity - Kindergarten Parent Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May 2017, future kindergarten parents will be invited to attend a "Parent Academy". This academy will be facilitated by kindergarten teachers and administrators. Parents will receive a checklist of skills their child should try and master by August. Parents will also learn about effective resources and strategies to use with their child.	Parent Involvement	05/01/2017	05/26/2017	$400 - Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their child as a future kindergarten student, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills that students should try to have mastered by the time they begin kindergarten in August. If parents enroll their child in kindergarten after school starts they will also get this packet. The Family Resource Coordinator assists with the development of this information.	Parent Involvement	02/01/2017	08/31/2017	$400 - Title I Schoolwide	Family Resource Center Coordinator, Teachers, Instructional Assistants, Administrators

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 57% in 2016 to 63.9% by 09/29/2017 as measured by Brigance screening results (100% of students assessed.).

Strategy1:

Kindergarten Readiness Opportunities - Kindergarten students and their families will be given opportunities to participate in what will allow them to be better prepared for kindergarten.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan
Ryland Heights Elementary School

Activity - Kindergarten Parent Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May 2017, future kindergarten parents will be invited to attend a "Parent Academy". This academy will be facilitated by kindergarten teachers and administrators. Parents will receive a checklist of skills their child should try and master by August. Parents will also learn about effective resources and strategies to use with their child.	Parent Involvement	05/01/2017	05/26/2017	$400 - Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the summer of 2017, a two day "Kindergarten Academy" will be available for all students to attend. The program will allow students to become familiar with school before the first day. School personnel will be available to answer questions and provide readiness resources and materials for parents.	Academic Support Program	06/01/2017	08/16/2017	$1000 - General Fund	Kindergarten teachers, administrators, Family Resource Coordinator

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their child as a future kindergarten student, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills that students should try to have mastered by the time they begin kindergarten in August. If parents enroll their child in kindergarten after school starts they will also get this packet. The Family Resource Coordinator assists with the development of this information.	Parent Involvement	02/01/2017	08/31/2017	$400 - Title I Schoolwide	Family Resource Center Coordinator, Teachers, Instructional Assistants, Administrators

Activity - Kindergarten Readiness Information on School Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Ryland school website will have information for parents on preparing their child for kindergarten. A readiness checklist will be listed along with various resources that parents may access electronically.	Technology	01/02/2017	06/30/2017	$0 - No Funding Required	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel

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

Goal 1:

Achievement Gap

Measurable Objective 1:

collaborate to increase achievement and percentage of proficiency for students in the non duplicated gap group in the area of READING at

Ryland Heights Elementary from 53.1% in 2016 to 60% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

iRead program - The iRead program will be purchased for students in grades kindergarten - second grade. Select students in upper grades

may also use the program if the System 44 program is too advanced for their level.

Category: Early Learning

Research Cited:

Activity - Teacher training for IRead program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten - second grade teachers along with select special education teachers will be trained by a district curriculum consultant. The training will focus on implementation of program to fidelity. In addition, teachers will be trained on the software and progress monitoring.	Professional Learning	12/01/2016	05/26/2017	$1500 - Title I Schoolwide	Teachers, administrators, district curriculum consultant

Activity - iRead program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades kindergarten - second grade will use the iRead program daily. Selected students in third and fourth grades will use the program as needed due to their reading level.	Academic Support Program	12/01/2016	12/01/2017	$9500 - Title I Schoolwide	teachers, instructional assistants, administrators, district support staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Achievement Gap

Measurable Objective 1:

collaborate to increase achievement and percentage of proficiency for students in the non duplicated gap group in the area of READING at

Ryland Heights Elementary from 53.1% in 2016 to 60% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

iRead program - The iRead program will be purchased for students in grades kindergarten - second grade. Select students in upper grades

may also use the program if the System 44 program is too advanced for their level.

Category: Early Learning

Research Cited:

Activity - iRead program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades kindergarten - second grade will use the iRead program daily. Selected students in third and fourth grades will use the program as needed due to their reading level.	Academic Support Program	12/01/2016	12/01/2017	$9500 - Title I Schoolwide	teachers, instructional assistants, administrators, district support staff

Activity - Teacher training for IRead program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten - second grade teachers along with select special education teachers will be trained by a district curriculum consultant. The training will focus on implementation of program to fidelity. In addition, teachers will be trained on the software and progress monitoring.	Professional Learning	12/01/2016	05/26/2017	$1500 - Title I Schoolwide	Teachers, administrators, district curriculum consultant

Strategy2:

Professional Learning - Teachers will participate in professional learning activities in the areas of curriculum, instruction and assessment.

Category: Professional Learning & Support

Research Cited:

Activity - Special Education Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and administrators will collaborate to analyze assessment data, monitor student progress and share instructional strategies and interventions.	Professional Learning	07/01/2016	10/06/2017	$0 - No Funding Required	Special Education teachers, school psychologist, administrators, counselor and district support staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data analysis. MAP, Brigance and KPREP data will be analyzed in order to identify areas of strength and areas for growth. In addition, in the areas of achievement, growth and gap strengths and areas needing improvement will analyzed. PLCs will occur throughout the school year to analyze formative and summative assessments, MAP, SRI and other forms of data.	Professional Learning	07/01/2016	06/30/2017	$0 - No Funding Required	Teachers, administrators and district support staff

Strategy3:

Read 180 - Targeted students will receive 75 minutes of instruction, 5 days a week, using the Scholastic Read 180 program.

Category: Integrated Methods for Learning

Research Cited:

Activity - Co-taught Read 180 classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The fourth and fifth grade System 44/Hybrid 180 and Read 180 classrooms are co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teachers, Administrators, District Support Personnel

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 teachers will utilize the Read 180 data and analyze individual student progress weekly. The RTI administration team will give teachers feedback on student progress.	Academic Support Program	08/17/2016	06/30/2017	$3000 - District Funding	Read 180 teachers, RTI Admin Team and district support personnel

Activity - Data analysis meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, Read 180 teachers and district support personnel will meet monthly to review student data. This team will monitor data and discuss students needing to start or exit the Read 180 program.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Read 180 teachers, administrators and district support personnel

Strategy4:

System 44 - Targeted students will receive 90 minutes of instruction 5 days a week using the Scholastic System 44 program.

Category: Integrated Methods for Learning

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System 44 teachers will utilize the System 44 data and analyze individual student progress weekly. The RTI administration team will give teachers feedback on student progress.	Academic Support Program	08/17/2016	06/30/2017	$3000 - District Funding	Teachers, administrators, district support personnel

Activity - Data analysis meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, System 44 teachers and district support personnel will meet monthly to review student data. This team will monitor data and discuss students needing to start or exit the System 44 program.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	System 44 teachers, RTI Admin Team and district support personnel

Activity - Co-taught System 44 Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The third grade System 44 classroom is co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teachers, administrators, instructional assistant

Strategy5:

Tier I Instruction in Reading - All students at each grade level will be provided opportunities to develop reading stamina, fluency and increase comprehension.

Category: Integrated Methods for Learning

Research Cited:

Activity - Increase reading stamina and comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be given challenging text in which the length of the text gets progressively longer and more complex throughout the school year. Text dependent and inferential questions will be asked of the students as well as close reading strategies will be used.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Title I Staff support, Teachers, Administrators, District Support Personnel

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will select from a variety of research based reading intervention programs such as: Orton Gillingham, SPIRE, DIBELS, Fry word lists, Great Leaps, Read Naturally, direct instruction in reading comprehension questions and/or Fluency Reads to meet the individual needs of students.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists

Strategy6:

After School Program - Teachers will provide tutoring to students in the areas of reading in the after school program.

Category: Learning Systems

Research Cited:

Activity - 2st Century After School Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students staying for the 21st Century after school program will receive homework help in the area of reading. Teachers will focus on specific needs as identified by classroom teachers.	Academic Support Program	09/06/2016	06/02/2017	$5000 - Grant Funds	teachers, 21st Century Staff members

Measurable Objective 2:

collaborate to improve achievement and percentage of proficiency of students in the nonduplicated gap group in the area of MATH at Ryland Heights Elementary from 35.2% in 2016 to 57% by 09/29/2017 as measured by K-Prep Delivery Targets.

Strategy1:

After School Program - Students staying for the 21st Century after school program will receive homework help in the area of math. Teachers will focus on specific needs as identified by classroom teachers.

Category: Learning Systems

Research Cited:

Activity - After School Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be given the opportunity to receive after school intervention in the area of math. Transportation will be provided by the 21st Century After School Program.	Tutoring	01/02/2017	05/26/2017	$2000 - Grant Funds $970 - District Funding	teachers, 21st Century staff members, administrators

Activity - 21st Century After School Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participating in the 21st Century After school program will receive homework help in the areas of math. Teachers will focus on specific needs as identified by classroom teachers.	Academic Support Program	09/06/2016	06/02/2017	$5000 - Grant Funds	Teachers, 21st Century staff

Strategy2:

Math Instructional Strategies - Teachers will receive additional training and professional learning opportunities on math instructional strategies.

Category: Integrated Methods for Learning

Research Cited:

Activity - Math Instructional Resources and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive professional learning on effective Mathematical Instructional Strategies. Professional Learning Community (PLC) meetings throughout the year will focus on Mathematical Instructional Strategies. in order for teachers to increase their knowledge. The expectation will be for students to be actively engaged during math instruction.	Academic Support Program	08/17/2016	06/30/2017	$0 - No Funding Required	Teaching Staff, Instructional Assistants, Administration, Central Office Support Staff

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

Program Reviews

Measurable Objective 1:

collaborate to increase our school's Writing Program Review score from 95% Proficient/Distinguished in 2016 to 97% Meets or Exceeds by 06/30/2017 as measured by the Program Review State Report.

Strategy1:

Professional Learning Opportunities for Teachers in the Program Review Areas - Staff will be given intentional professional learning

opportunities in order to enhance writing instruction in the classroom.

Category: Professional Learning & Support

Research Cited:

Activity - Formative and Summative Assessments - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with District Support Staff and school administrators to develop formative and summative assessments to use with students in the area of writing.	Professional Learning	08/01/2016	06/30/2017	$0 - No Funding Required	Teachers, administrators and District Support Staff

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning will be provided to regular education teachers during the school day to keep them abreast of best practices in the writing. Periodic PLC meetings will provide teachers with additional writing resources and strategies.	Professional Learning	07/01/2016	06/30/2017	$0 - No Funding Required	Teachers, Central Office Support Staff, Administrators

Strategy2:

In-school Opportunities - Students will have the opportunity to participate in a variety of activities that specifically relate to Writing.

Category: Integrated Methods for Learning

Research Cited:

Activity - On-Demand Writing Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third, Fourth and Fifth grade teachers and students will participate in writing boot camps. At least three boot camps will be scheduled throughout the school year. The boot camp will focus on identifying instructional strategies to implement to improve student writing. District consultants will collaborate with classroom teachers to model expectations.	Academic Support Program	11/01/2016	05/26/2017	$0 - No Funding Required	Teachers, Central Office Staff, Administrators

Activity - Writing Enrichment Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local and nationally recognized authors will be scheduled to visit. These authors will talk with students about the writing process. Students will be able to make connections with their own writing.	Academic Support Program	09/01/2016	06/01/2017	$2000 - Other	Media Specialist, administrators

Activity - School wide consistency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades Kindergarten through fifth grade will use the school-wide expectations to implement the writing program in their classroom. This will ensure consistent language among all grade levels.	Academic Support Program	07/01/2016	06/30/2017	$0 - No Funding Required	Teachers, Central Office Staff, Administrators

Activity - Use of Proficient Writing Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share and use with students work samples as exemplar models to demonstrate proficiency.	Academic Support Program	08/01/2016	06/30/2017	$0 - No Funding Required	Teachers, Administrators, District support staff

Strategy3:

Program Review Committee - Intentional monitoring and implementation: Administration and the Program Review Committee will monitor the implementation of Writing across all grade levels and review findings to SBDM council.

Category: Management Systems

Research Cited:

Activity - Monitor implementation of Writing Program Review Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Committee will monitor the implementation of the elements in the Writing Program Review Rubric. The committee will share progress with SBDM council regularly.	Academic Support Program	08/01/2016	06/30/2017	$0 - No Funding Required	Program Review Committee, Administrators, District support staff

Activity - Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will provide evidence of Writing program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive. The evidence will be collected and monitored throughout the year by program review committees and administrators.	Other	07/01/2016	06/30/2017	$0 - No Funding Required	Program Review Committee members, administrators and all teachers

Executive Summary

Introduction

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

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

Description of the School

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

Ryland Heights Elementary is one of the most southern elementary schools in the Kenton County School District and one of eleven elementary schools. The Kenton County School District has a population of over 14,500 students. Ryland Heights Elementary serves a diverse population of students from unincorporated areas of a rural community and extends to the cities of Covington, Taylor Mill, Fairview, Independence, Visalia and Morning View. Our student population includes the following: 20% students with disabilities, 1.3% English Language Learners, 26.3% students identified Gifted and Talented, 6.6% minority students and 42.5% of our students receive Free/Reduced lunch.

Ryland Heights Elementary was built in 1960 and was renovated in 1994 to add a gym and a media center. It was again renovated in 2005 to add four technology smart classrooms. Growth in the southern part of Kenton County has added several subdivisions to our area which in the last ten years has doubled our student population. Currently, we have approximately 510 students. Our campus is located on fourteen acres that includes a Nature Center and a large stocked lake that is used by schools and the community. We are also proud of the cutting edge technology available to our students and staff members who use it daily to enhance instruction and engage students in 21st Century learning opportunities. We are pleased to facilitate a partnership with the YMCA to offer a kindergarten wrap around program and after school programming. Ryland's mascot is a tiger named Rylie and our motto is: Ryland Tigers R.O.A.R.: We Respect Ourselves and Others and Act Responsibly. We facilitate a school wide PBIS dIscipline program and strive daily to help students reach their fullest potential academically, socially and behaviorally.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Ryland Heights Elementary School is to provide a strong foundation of social, behavioral and academic skills necessary for future success in and out of the classroom. At Ryland Heights Elementary School, we believe that all students can learn and grow daily. We believe that every child has the right to a quality education that provides rigorous learning opportunities. We believe that all students are unique and deserve differentiated instructional opportunities to meet their fullest potential. We believe that a partnership among parents/guardians, educators, students, and a community network of businesses and resources is necessary for a child to meet his fullest potential in an ever changing world.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Ryland Heights Elementary was classified as a Distinguished/Progressing school with an overall score of 73.7 according to the KPREP tests for the 2015-2016 school year. On the 2015-2016 K-PREP tests, Ryland Heights Elementary exceeded both the district and state percentiles in Reading, Social Studies, and Writing. We exceeded the state percentiles in the areas of Math and Language Mechanics

Ryland has eight Nationally Board Certified teachers. Moreover, Ryland Heights Elementary is extremely proud of the hard work and effort of all teachers, our National Board candidates and teachers contribute to maintaining rigorous and cutting edge instructional strategies.

On the 2016 K-PREP tests, 67% of students showed growth in reading and 69.7% showed growth math. Our work in reading and math will continue as we strive to have more students show growth in these areas. Using the Measures of Academic Progress (MAP) data we collect three times a year as well as RTI data and formative and summative assessment data we collect daily and weekly, we will continue to provide specific reading and math interventions for every student whose reading or math scores fall at or below the 40th percentile. In addition, we know that our Tier I instruction in reading and math must improve if all students are to achieve proficiency. Differentiation strategies that engage average and high students in rigorous learning opportunities is as important as differentiation strategies that push struggling students to grade level proficiency. It is our belief that by strategically improving instruction at the Tier I level, we will be more successful addressing needs at our Tier II and Tier III levels which will decrease the gaps we have seen with our special education students and with those students whose socio-economic status puts them at risk of failure. In addition to focusing instructional efforts in reading and math, we know that it is imperative that we improve our students' writing skills. Only 56.1% of students scored Proficient or Distinguished in On-Demand writing. We have revised our instructional policies to target writing practice that will be facilitated school wide. Students will be engaged in rigorous writing instruction that is based on common instructional language at all grade levels. Purposeful, relevant writing prompts that address the three modes of writing will also be a focus. Additionally, students will also participate in the development of writing rubrics so that expectations for student writing are clear and rigorous.

Additional Information

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

In a limited economy, we will implement strategic instructional formats utilizing the resources we already have to engage students in meaningful learning opportunities because we know that it is not expensive programs or resources that take students to proficiency. At Ryland Heights Elementary School, we know that the key to student success in and out of the classroom is the partnership of a united and committed group of parents/guardians and highly skilled educators who embrace a "whatever it takes" attitude with passion and dedication EVERY time they teach so that EVERY student is learning at the highest level possible.