



KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School
Kenton County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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: 15% students with disabilities, 1.1% English Language Learners, 26.3% students identified Gifted and Talented, 6.6% minority students and 37.5% 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 560 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 Proficient school at the 88th percentile according to the KPREP tests for the 2014-2015 school year. On the 2014-2015 K-PREP tests, Ryland Heights Elementary scored nearly the maximum points in Social Studies, and exceeded both the district and state percentiles in Reading, Math, Social Studies, and Language Mechanics.

Ryland has ten 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 2015 K-PREP tests, 62.1% of students showed growth in reading and 62.6% 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 43.8% 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.

2015-15 CSIP Goals

Overview

Plan Name

2015-15 CSIP Goals

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	Tell Survey	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Program Reviews	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$5350
3	K-PREP Combined Proficiency	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$4000
4	K-PREP 3rd Grade Proficiency in Reading	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	K-PREP 3rd Grade Proficiency in Mathematics	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2500
7	Achievement Gap	Objectives: 2 Strategies: 4 Activities: 8	Organizational	\$6000
8	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

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.

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 2: Program Reviews

Measurable Objective 1:

collaborate to increase our school's arts and humanities scores from 8.3 in 2015 to 8.4 in 2016, our practical living and career studies scores in 2015 from 7.7 to 8.0 in 2016 and our Writing program review average overall score in 2015 from 8.1 to 8.2 in 2016 by 06/30/2016 as measured by the Program Review State Report.

Strategy 1:

Monitor and Implement Program Review - Intentional monitoring and implementation: Administration and the Program Review Committee will monitor the implementation of all Program Review areas across all grade levels.

Category: Management Systems

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Activity - Formative and Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special area teachers will use formative and summative assessments for Arts and Humanities and Practical Living and Career Studies lessons to measure learning targets. All classroom teachers will use formative and summative assessments for Practical Living and Career Studies in lessons where applicable to measure learning targets.	Academic Support Program	07/01/2015	06/30/2016	\$0	No Funding Required	Program Review Committee members, Instructional Staff, Administrators
Activity - Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will provide evidence of all 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 three times per year by program review committees and administrators.	Other	07/01/2015	06/30/2016	\$0	No Funding Required	Program Review Committee members, administrators and all teachers

Strategy 2:

Extracurricular Activities - Students will have the opportunity to participate in a variety of activities that specifically relate to the following review areas: Arts & Humanities, Practical Living and Career Studies; K-3 and Writing.

Category: Integrated Methods for Learning

Activity - After School Arts & Humanities Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been formally identified in creativity have the opportunity to participate in an after school creativity class. Chorus will be offered weekly before school to all students in 3rd, 4th and 5th grades. All students, kindergarten through fifth grade, have the opportunity to participate in dance lessons provided through a community resource. In the spring, we will offer Makerspace after school for students in grades 3 - 5.	Extra Curricular	09/01/2015	06/30/2016	\$0	No Funding Required	Art and Music teachers
Activity - After School Practical Living and Career Studies Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be offered a variety of opportunities in both before and after school programs. Students in 4th and 5th grades will have the opportunity to participate in Ryland Runners club. This group will meet three times a week before school to train for our local Flying Pig kids' marathon. Additionally intermediate students may participate in an Energy Wise class after school once a week and STLP. Student Council will be instrumental in decision making processes to display leadership skills. An example is having a Student Council representative on the PBIS committee. In addition, a focus group for girls in fourth and fifth grades will be offered. This group is titled "Girls Can" and introduces different careers and leadership opportunities to the students. Students will also be able to participate in Tae kwon do in the evenings	Extra Curricular	08/19/2015	06/30/2016	\$3000	School Council Funds	Staff member that sponsors the Running Club, Student Council, STLP, Makerspace and Energy Wise group sponsors.
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Activity - Extracurricular Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are part of the before-school Creativity Crew will have the opportunity to compose creative writing pieces.	Academic Support Program	09/14/2015	06/30/2016	\$0	No Funding Required	Creativity Crew sponsor

Strategy 3:

Professional Learning Opportunities for Teachers in the Program Review Areas - Staff will be given intentional professional learning opportunities in order to enhance learning 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 program review areas. Periodic PLC meetings will provide teachers with additional resources and strategies.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, Central Office Support Staff, Administrators

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided after school professional learning opportunities in the Program Review content areas. Special area teachers will provide classroom teachers with resources in the areas of: Arts & Humanities, Practical Living/Career Studies, Dance and Drama. Writing Cluster Leaders and Central Office Support will provide teachers with resources in the area of Writing. Gifted/Talented Lead Teachers and Central Office Support will provide teachers with instructional resources and effective strategies. This learning will support the K-3 review.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Special Area Teachers, Gifted and Talented Lead Teachers, Writing Cluster Leaders, Administrators, Classroom teachers, Central Office Support
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Activity - Evidence Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the Program Review Committee will support teachers by modeling examples of good evidence during a faculty meeting. Additionally, committee members will be available to meet with teachers during this planning time to assist in identifying and documenting evidence for the program reviews.	Professional Learning	09/14/2015	06/30/2016	\$0	No Funding Required	Teachers, Program Review Committee members, administrators

Strategy 4:

In-school Opportunities - Students will have the opportunity to participate in a variety of activities that specifically relate to the following review areas: Arts & Humanities, Practical Living, and Writing.

Category: Integrated Methods for Learning

Activity - Arts & Humanities Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in several in-school arts opportunities. In December, the 2nd grade will have a visit from an instructor at MJM Studios to discuss and demonstrate Ballet. In March, all students will experience bluegrass music from a musician that will share a presentation which includes songs made popular throughout slavery and other connections to African heritage. Later in the school year, a photographer will come and speak to classes about her profession.	Academic Support Program	11/29/2015	06/30/2016	\$0	No Funding Required	Arts and Humanities teachers

Activity - Practical Living Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in several in-school PLCS opportunities. Students in grades 1 - 5 will participate in Career Day in the spring. This opportunity will expose students to four different professions. Another opportunity is for students to hear anti-bullying messages, which will occur during Red Ribbon Week and from guest speakers. Students in various grades will hear from community members on fire safety, dental health and 4-H leadership program.	Academic Support Program	09/14/2015	06/30/2016	\$350	Other	Teachers, PTO, school administrators
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	09/14/2015	06/30/2016	\$2000	Other	Media Specialist, administrators

Goal 3: K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP proficiency scores from 62.7% in 2015 to 64.2% by 10/03/2016 as measured by school report card delivery targets.

(shared) Strategy 1:

Reading Interventions - Students whose MAP scores fall in the 40 percentile or lower will participate in an Response to Instruction/Intervention (RTI) small group. One of the following interventions may be used: Read to Achieve - Soar to Success; Reading Intervention; Read Naturally; System 44; Read 180. Programs students may use but not limited to: Renaissance Place Reading; Compass Learning Reading; Orton Gillingham, Great Leaps, Spire, Readworks.org and/or Mobymax reading.

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	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, instructional assistants, administrators and district support personnel

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Activity - Improve Reading Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 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	07/01/2015	06/30/2016	\$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 will be utilized.	Technology	07/01/2015	06/30/2016	\$3000	Title I Schoolwide	Administrative Team, Title I staff, Regular and special education staff

(shared) Strategy 2:

Math Interventions - Students whose MAP scores fall at or below the 40th Percentile will participate in a math intervention:

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, 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	07/01/2015	06/30/2016	\$1000	Title I Schoolwide	Title 1 Teacher, Instructional Assistant, Curriculum, Instruction and Assessment Committee members, Administration and instructional staff members
Activity - Math Technology Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students may participate in technology support in math including several math intervention applications: Mobymax application, Compass Learning,etc.	Technology	08/19/2015	06/30/2016	\$0	Title I Schoolwide	Teachers and other instructional staff members.
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Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use strategies to teach all students how to solve addition and subtraction using mental math. Number Talks will be used at least three days a week during math instruction.	Academic Support Program	09/14/2015	06/30/2016	\$0	No Funding Required	Classroom teachers

(shared) 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
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.	Professional Learning	08/19/2015	06/30/2016	\$0	No Funding Required	Teachers, Administration, Central Office Support Personnel

Measurable Objective 2:

collaborate to reduce the combined percentage of students scoring in the novice range from 12% to 10% by 10/03/2016 as measured by KPREP results and school report card.

(shared) Strategy 1:

Reading Interventions - Students whose MAP scores fall in the 40 percentile or lower will participate in an Response to Instruction/Intervention (RTI) small group. One of the following interventions may be used: Read to Achieve - Soar to Success; Reading Intervention; Read Naturally; System 44; Read 180. Programs students may use but not limited to: Renaissance Place Reading; Compass Learning Reading; Orton Gillingham, Great Leaps, Spire, Readworks.org and/or Mobymax reading.

Category: Integrated Methods for Learning

Activity - Reading Stamina/Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers, instructional assistants, administrators and district support personnel
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Activity - Improve Reading Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 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	07/01/2015	06/30/2016	\$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 will be utilized.	Technology	07/01/2015	06/30/2016	\$3000	Title I Schoolwide	Administrative Team, Title I staff, Regular and special education staff

(shared) Strategy 2:

Math Interventions - Students whose MAP scores fall at or below the 40th Percentile will participate in a math intervention:

Category: Integrated Methods for Learning

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in differentiated small group instruction. Resources such as Do The Math, Moby Max, 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	07/01/2015	06/30/2016	\$1000	Title I Schoolwide	Title 1 Teacher, Instructional Assistant, Curriculum, Instruction and Assessment Committee members, Administration and instructional staff members
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Activity - Math Technology Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may participate in technology support in math including several math intervention applications: Mobymax application, Compass Learning, etc.	Technology	08/19/2015	06/30/2016	\$0	Title I Schoolwide	Teachers and other instructional staff members.

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use strategies to teach all students how to solve addition and subtraction using mental math. Number Talks will be used at least three days a week during math instruction.	Academic Support Program	09/14/2015	06/30/2016	\$0	No Funding Required	Classroom teachers

(shared) 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
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.	Professional Learning	08/19/2015	06/30/2016	\$0	No Funding Required	Teachers, Administration, Central Office Support Personnel

Goal 4: K-PREP 3rd Grade Proficiency in Reading

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 64.2% in 2015 to 67% by 10/03/2016 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress (MAP) scores fall in the 40% or lower will participate additionally in either a Tier II or Tier III reading intervention that will be facilitated a minimum of four times a week and progress monitored weekly.

Category: Integrated Methods for Learning

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, Easy cbm, Scholastic System 44, Scholastic Read 180 and One to One reading.	Academic Support Program	09/01/2015	06/30/2016	\$0	No Funding Required	Teachers, instructional assistants, administrators and district support personnel

Goal 5: K-PREP 3rd Grade Proficiency in Mathematics

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in mathematics from 52.6% in 2015 to 56% by 10/03/2016 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

RTI Instruction - RTI instruction will be implemented to meet student needs beyond the common core instruction.

Category: Integrated Methods for Learning

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students whose scores fall below the 40th percentile on the MAP assessment will participate in a Tier II or Tier III intervention. Furthermore, teachers will drill down individual student MAP data using DesCartes to identify student needs for the intervention focus.	Academic Support Program	09/01/2015	06/30/2016	\$0	No Funding Required	Teachers, interventionists, Special Education staff, Instructional Assistants, Administrators
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Goal 6: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 74% in 2015 to 75% by 08/17/2016 as measured by Brigance screening results..

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.	Parent Involvement	02/01/2016	06/30/2016	\$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 2016, 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	05/02/2016	05/31/2016	\$400	Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator, Title 1 Staff

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Activity - Bornlearning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bornlearning Academy will be offered to families from the ages of birth to five years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement	08/19/2015	06/30/2016	\$1700	Title I Part A, Grant Funds	Family Resource Coordinator, select teachers, administrators
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	01/04/2016	06/30/2016	\$0	No Funding Required	Kindergarten and preschool teachers, Administrator s, Central Office Support Personnel

Goal 7: 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 47.1% in 2015 to 54.7% by 09/30/2016 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	08/19/2015	06/30/2016	\$0	No Funding Required	Title I Staff support, Teachers, Administrator s, District Support Personnel
Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will select from a variety of research based reading intervention programs such as: Orton Gillingham, SPIRE, 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	08/19/2015	06/01/2016	\$0	No Funding Required	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists
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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	08/19/2015	06/01/2016	\$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	08/19/2015	06/30/2016	\$0	No Funding Required	System 44 teachers, RTI Admin Team and district support personnel

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	08/19/2015	06/30/2016	\$3000	District Funding	Read 180 teachers, RTI Admin Team and district support personnel

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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	08/19/2015	06/01/2016	\$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 fifth grade Read 180 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	08/19/2015	06/01/2016	\$0	No Funding Required	Teachers, Administrator s, District Support Personnel

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 38.7% in 2015 to 50.9% by 09/30/2016 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	08/19/2015	06/01/2016	\$0	No Funding Required	Teaching Staff, Instructional Assistants, Administration , Central Office Support Staff

Goal 8: Wellness Plan

Measurable Objective 1:

collaborate to to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 06/30/2016 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

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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	07/01/2015	06/30/2016	\$0	No Funding Required	The Ryland Wellness Committee comprised of administrative , certified, classified and parent members.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/19/2015	06/01/2016	\$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	08/19/2015	06/30/2016	\$3000	Read 180 teachers, RTI Admin Team and district support personnel
Total					\$6000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bornlearning Academy	Bornlearning Academy will be offered to families from the ages of birth to five years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement	08/19/2015	06/30/2016	\$800	Family Resource Coordinator, select teachers, administrators
Total					\$800	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bornlearning Academy	Bornlearning Academy will be offered to families from the ages of birth to five years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement	08/19/2015	06/30/2016	\$900	Family Resource Coordinator, select teachers, administrators

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Total \$900

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	09/14/2015	06/30/2016	\$2000	Media Specialist, administrators
Practical Living Opportunities	Students will participate in several in-school PLCS opportunities. Students in grades 1 - 5 will participate in Career Day in the spring. This opportunity will expose students to four different professions. Another opportunity is for students to hear anti-bullying messages, which will occur during Red Ribbon Week and from guest speakers. Students in various grades will hear from community members on fire safety, dental health and 4-H leadership program.	Academic Support Program	09/14/2015	06/30/2016	\$350	Teachers, PTO, school administrators
Total					\$2350	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Parent Academy	In May 2016, 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	05/02/2016	05/31/2016	\$400	Administrators, Kindergarten Teachers, Family Resource Coordinator, Title 1 Staff
Math Differentiated Instruction	Students will participate in differentiated small group instruction. Resources such as Do The Math, Moby Max, 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	07/01/2015	06/30/2016	\$1000	Title 1 Teacher, Instructional Assistant, Curriculum, Instruction and Assessment Committee members, Administration and instructional staff members

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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.	Parent Involvement	02/01/2016	06/30/2016	\$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 will be utilized.	Technology	07/01/2015	06/30/2016	\$3000	Administrative Team, Title I staff, Regular and special education staff
Math Technology Support	Students may participate in technology support in math including several math intervention applications: Mobymax application, Compass Learning, etc.	Technology	08/19/2015	06/30/2016	\$0	Teachers and other instructional staff members.
Total					\$4800	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 program review areas. Periodic PLC meetings will provide teachers with additional resources and strategies.	Professional Learning	07/01/2015	06/30/2016	\$0	Teachers, Central Office Support Staff, Administrators
Co-taught Read 180 classrooms	The fifth grade Read 180 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	08/19/2015	06/01/2016	\$0	Teachers, Administrators, District Support Personnel
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.	Professional Learning	08/19/2015	06/30/2016	\$0	Teachers, Administration, Central Office Support Personnel

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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	07/01/2015	06/30/2016	\$0	The Ryland Wellness Committee comprised of administrative , certified, classified and parent members.
Response to Instruction	Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, Easy cbm, Scholastic System 44, Scholastic Read 180 and One to One reading.	Academic Support Program	09/01/2015	06/30/2016	\$0	Teachers, instructional assistants, administrators and district support personnel
Improve Reading Fluency	All 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	07/01/2015	06/30/2016	\$0	Teachers, instructional assistants, administrators and Central Office support personnel
Extracurricular Writing	Students who are part of the before-school Creativity Crew will have the opportunity to compose creative writing pieces.	Academic Support Program	09/14/2015	06/30/2016	\$0	Creativity Crew sponsor
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	07/01/2015	06/30/2016	\$0	Teachers, instructional assistants, administrators and district support personnel
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	08/19/2015	06/01/2016	\$0	Teaching Staff, Instructional Assistants, Administration , Central Office Support Staff
Number Talks	Classroom teachers will use strategies to teach all students how to solve addition and subtraction using mental math. Number Talks will be used at least three days a week during math instruction.	Academic Support Program	09/14/2015	06/30/2016	\$0	Classroom teachers

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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	08/19/2015	06/30/2016	\$0	Title I Staff support, Teachers, Administrators, District Support Personnel
Differentiation	Teachers will select from a variety of research based reading intervention programs such as: Orton Gillingham, SPIRE, 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	08/19/2015	06/01/2016	\$0	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists
Formative and Summative Assessment	Special area teachers will use formative and summative assessments for Arts and Humanities and Practical Living and Career Studies lessons to measure learning targets. All classroom teachers will use formative and summative assessments for Practical Living and Career Studies in lessons where applicable to measure learning targets.	Academic Support Program	07/01/2015	06/30/2016	\$0	Program Review Committee members, Instructional Staff, Administrators
Professional Learning Opportunities	Teachers will be provided after school professional learning opportunities in the Program Review content areas. Special area teachers will provide classroom teachers with resources in the areas of: Arts & Humanities, Practical Living/Career Studies, Dance and Drama. Writing Cluster Leaders and Central Office Support will provide teachers with resources in the area of Writing. Gifted/Talented Lead Teachers and Central Office Support will provide teachers with instructional resources and effective strategies. This learning will support the K-3 review.	Professional Learning	07/01/2015	06/30/2016	\$0	Special Area Teachers, Gifted and Talented Lead Teachers, Writing Cluster Leaders, Administrators, Classroom teachers, Central Office Support
After School Arts & Humanities Opportunities	Students who have been formally identified in creativity have the opportunity to participate in an after school creativity class. Chorus will be offered weekly before school to all students in 3rd, 4th and 5th grades. All students, kindergarten through fifth grade, have the opportunity to participate in dance lessons provided through a community resource. In the spring, we will offer Makerspace after school for students in grades 3 - 5.	Extra Curricular	09/01/2015	06/30/2016	\$0	Art and Music teachers

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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	08/19/2015	06/01/2016	\$0	Read 180 teachers, administrators and district support personnel
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	01/04/2016	06/30/2016	\$0	Kindergarten and preschool teachers, Administrator s, Central Office Support Personnel
RTI Instruction	All students whose scores fall below the 40th percentile on the MAP assessment will participate in a Tier II or Tier III intervention. Furthermore, teachers will drill down individual student MAP data using DesCartes to identify student needs for the intervention focus.	Academic Support Program	09/01/2015	06/30/2016	\$0	Teachers, interventionist s, Special Education staff, Instructional Assistants, Administrator s
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.
Evidence Support	Members of the Program Review Committee will support teachers by modeling examples of good evidence during a faculty meeting. Additionally, committee members will be available to meet with teachers during this planning time to assist in identifying and documenting evidence for the program reviews.	Professional Learning	09/14/2015	06/30/2016	\$0	Teachers, Program Review Committee members, administrators
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, Administrator s
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	08/19/2015	06/30/2016	\$0	System 44 teachers, RTI Admin Team and district support personnel

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Arts & Humanities Opportunities	Students will participate in several in-school arts opportunities. In December, the 2nd grade will have a visit from an instructor at MJM Studios to discuss and demonstrate Ballet. In March, all students will experience bluegrass music from a musician that will share a presentation which includes songs made popular throughout slavery and other connections to African heritage. Later in the school year, a photographer will come and speak to classes about her profession.	Academic Support Program	11/29/2015	06/30/2016	\$0	Arts and Humanities teachers
Evidence	All grade levels will provide evidence of all 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 three times per year by program review committees and administrators.	Other	07/01/2015	06/30/2016	\$0	Program Review Committee members, administrators and all teachers
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Practical Living and Career Studies Opportunities	Students will be offered a variety of opportunities in both before and after school programs. Students in 4th and 5th grades will have the opportunity to participate in Ryland Runners club. This group will meet three times a week before school to train for our local Flying Pig kids' marathon. Additionally intermediate students may participate in an Energy Wise class after school once a week and STLP. Student Council will be instrumental in decision making processes to display leadership skills. An example is having a Student Council representative on the PBIS committee. In addition, a focus group for girls in fourth and fifth grades will be offered. This group is titled "Girls Can" and introduces different careers and leadership opportunities to the students. Students will also be able to participate in Tae kwon do in the evenings	Extra Curricular	08/19/2015	06/30/2016	\$3000	Staff member that sponsors the Running Club, Student Council, STLP, Makerspace and Energy Wise group sponsors.
Total					\$3000	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

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 283 students tested in reading, the students scored in the following performance levels:

9.2% Novice 25.1% Apprentice 45.2% Proficient 20.5 % Distinguished

Of the 283 students tested in math, the students scored in the following performance levels :

14.8% Novice 25.4% Apprentice 36.4% Proficient 23.3% Distinguished

Of the 88 students tested in social studies, the students scored in the following performance levels:

2.3% Novice 12.5% Apprentice 67% Proficient 18.2% Distinguished

Of the 88 students tested in On-Demand writing, the students scored in the following performance levels:

5.7% Novice 51.1% Apprentice 40.9% Proficient 2.3% Distinguished

Of the 100 students tested in language mechanics, the students scored in the following performance levels:

11% Novice 26% Apprentice 34% Proficient 29% 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?

62.6% of students tested made typical growth in the area of math and 62.1% 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 2014/15 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 at the Proficient level.

We achieved a score of 99.4 in social studies which exceeded our district ranking which was 90.6 and the state ranking was 78.1. This is an increase from 93.8 in 2014 to 99.4 in 2015

- o 85.2% of our students scored proficient or distinguished. This is up from 65% in 2013
- o 74.3 of the Gap students scored proficient or distinguished

In the area of Language Mechanics, the Achievement scores improved from 77.5 in 2014 to 85 in 2015

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, which also contributed to Social Studies scores. 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 2015, Ryland Heights Elementary School is implementing the following which we feel will positively impact student learning.

Program Review - Maintain overall score of maximum points while, increasing Practical Living/Career Studies score from Needs Improvement to Proficient

- o Teachers received a binder with all Program Review rubrics. Specific characteristics where Ryland scored Needs Improvement in each review were discussed with teachers to determine what actions could be taken to improve those scores to Proficient or Distinguished
- o Each trimester, evidence will be monitored and reviewed for each program review content area
- o Teachers are required to submit electronic evidence for each Program Review. An evidence sheet and rationale are required for each piece
- o Special area teachers will focus on curriculum that is not taught in the regular education classroom; this will ensure that all standards are taught
- o School administrators will intentionally communicate information to parents, staff and community about the Primary Program, Writing Instruction/Standards and curriculum in the Arts/Humanities and Practical Living/Career Studies. We will encourage participation in opportunities with connections to the Program Review areas
- o Ryland has a Program Review Committee that is organized into sub-committees for each Program Review area
- o All school assemblies will have an intentional connection to a Program Review content area

Professional Learning Community (PLC) meetings with intentional focus

- o Teachers meet weekly with administrators and grade level colleagues
- o Student achievement is the focus. Meetings focus on effective teaching strategies, resources and assessments
- o Special Education teachers are involved in these meetings and also meet on a weekly basis to discuss data and instruction for their students
- o Instructional strategies are also discussed in order to positively affect all students

District and School PPR Learning Walks

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o This year we are using a new walkthrough form that includes descriptive evidence and feedback in the areas of Meaningful Engagement, Formative Assessment, Accountable Talk and Collaborative Learning. Teachers are given specific feedback and "coaching tips" after each walk

Teachers are visited at least monthly

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.

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 - 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.

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

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

Goal 1:

K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to reduce the combined percentage of students scoring in the novice range from 12% to 10% by 10/03/2016 as measured by KPREP results and school report card.

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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 - 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.	Professional Learning	08/19/2015	06/30/2016	\$0 - No Funding Required	Teachers, Administration, Central Office Support Personnel

Strategy2:

Math Interventions - Students whose MAP scores fall at or below the 40th Percentile will participate in a math intervention:

Category: Integrated Methods for Learning

Research Cited:

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, 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	07/01/2015	06/30/2016	\$1000 - Title I Schoolwide	Title 1 Teacher, Instructional Assistant, Curriculum, Instruction and Assessment Committee members, Administration and instructional staff members

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may participate in technology support in math including several math intervention applications: Mobymax application, Compass Learning, etc.	Technology	08/19/2015	06/30/2016	\$0 - Title I Schoolwide	Teachers and other instructional staff members.

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use strategies to teach all students how to solve addition and subtraction using mental math. Number Talks will be used at least three days a week during math instruction.	Academic Support Program	09/14/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers

Strategy3:

Reading Interventions - Students whose MAP scores fall in the 40 percentile or lower will participate in an Response to

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Instruction/Intervention (RTI) small group. One of the following interventions may be used: Read to Achieve - Soar to Success; Reading Intervention; Read Naturally; System 44; Read 180. Programs students may use but not limited to: Renaissance Place Reading; Compass Learning Reading; Orton Gillingham, Great Leaps, Spire, Readworks.org and/or Mobymax reading.

Category: Integrated Methods for Learning

Research Cited:

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	07/01/2015	06/30/2016	\$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 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	07/01/2015	06/30/2016	\$0 - No Funding Required	Teachers, instructional assistants, administrators and Central Office support personnel

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 will be utilized.	Technology	07/01/2015	06/30/2016	\$3000 - Title I Schoolwide	Administrative Team, Title I staff, Regular and special education staff

Measurable Objective 2:

collaborate to increase the combined reading and math K-PREP proficiency scores from 62.7% in 2015 to 64.2% by 10/03/2016 as measured by school report card delivery targets.

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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 - 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.	Professional Learning	08/19/2015	06/30/2016	\$0 - No Funding Required	Teachers, Administration, Central Office Support Personnel

Strategy2:

Reading Interventions - Students whose MAP scores fall in the 40 percentile or lower will participate in an Response to Instruction/Intervention (RTI) small group. One of the following interventions may be used: Read to Achieve - Soar to Success; Reading Intervention; Read Naturally; System 44; Read 180. Programs students may use but not limited to: Renaissance Place Reading; Compass Learning Reading; Orton Gillingham, Great Leaps, Spire, Readworks.org and/or Mobymax reading.

Category: Integrated Methods for Learning

Research Cited:

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	07/01/2015	06/30/2016	\$0 - No Funding Required	Teachers, instructional assistants, administrators and district support personnel

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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 will be utilized.	Technology	07/01/2015	06/30/2016	\$3000 - Title I Schoolwide	Administrative Team, Title I staff, Regular and special education staff

Activity - Improve Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 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	07/01/2015	06/30/2016	\$0 - No Funding Required	Teachers, instructional assistants, administrators and Central Office support personnel

Strategy3:

Math Interventions - Students whose MAP scores fall at or below the 40th Percentile will participate in a math intervention:

Category: Integrated Methods for Learning

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use strategies to teach all students how to solve addition and subtraction using mental math. Number Talks will be used at least three days a week during math instruction.	Academic Support Program	09/14/2015	06/30/2016	\$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, 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	07/01/2015	06/30/2016	\$1000 - Title I Schoolwide	Title 1 Teacher, Instructional Assistant, Curriculum, Instruction and Assessment Committee members, Administration and instructional staff members

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may participate in technology support in math including several math intervention applications: Mobymax application, Compass Learning, etc.	Technology	08/19/2015	06/30/2016	\$0 - Title I Schoolwide	Teachers and other instructional staff members.

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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 74% in 2015 to 75% by 08/17/2016 as measured by Brigance screening results..

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 - Bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bornlearning Academy will be offered to families from the ages of birth to five years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement	08/19/2015	06/30/2016	\$900 - Title I Part A \$800 - Grant Funds	Family Resource Coordinator, select teachers, administrators

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.	Parent Involvement	02/01/2016	06/30/2016	\$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	01/04/2016	06/30/2016	\$0 - No Funding Required	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel

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Activity - Kindergarten Parent Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May 2016, 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	05/02/2016	05/31/2016	\$400 - Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator, Title 1 Staff

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 74% in 2015 to 75% by 08/17/2016 as measured by Brigance screening results..

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 Parent Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May 2016, 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	05/02/2016	05/31/2016	\$400 - Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator, Title 1 Staff

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.	Parent Involvement	02/01/2016	06/30/2016	\$400 - Title I Schoolwide	Family Resource Center Coordinator, Teachers, Instructional Assistants, Administrators

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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	01/04/2016	06/30/2016	\$0 - No Funding Required	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel

Activity - Bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bornlearning Academy will be offered to families from the ages of birth to five years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement	08/19/2015	06/30/2016	\$800 - Grant Funds \$900 - Title I Part A	Family Resource Coordinator, select teachers, administrators

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

Goal 1:

K-PREP 3rd Grade Proficiency in Reading

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 64.2% in 2015 to 67% by 10/03/2016 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress (MAP) scores fall in the 40% or lower will participate additionally in either a Tier II or Tier III reading intervention that will be facilitated a minimum of four times a week and progress monitored weekly.

Category: Integrated Methods for Learning

Research Cited:

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, Easy cbm, Scholastic System 44, Scholastic Read 180 and One to One reading.	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Teachers, instructional assistants, administrators and district support personnel

Goal 2:

K-PREP 3rd Grade Proficiency in Mathematics

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in mathematics from 52.6% in 2015 to 56% by 10/03/2016 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

RTI Instruction - RTI instruction will be implemented to meet student needs beyond the common core instruction.

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 assessment will participate in a Tier II or Tier III intervention. Furthermore, teachers will drill down individual student MAP data using DesCartes to identify student needs for the intervention focus.	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Teachers, interventionists, Special Education staff, Instructional Assistants, Administrators

The school identified specific strategies to address subgroup achievement gaps.

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 38.7% in 2015 to 50.9% by 09/30/2016 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:

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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	08/19/2015	06/01/2016	\$0 - No Funding Required	Teaching Staff, Instructional Assistants, Administration, Central Office Support Staff

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 47.1% in 2015 to 54.7% by 09/30/2016 as measured by school report card delivery targets.

Strategy1:

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 fifth grade Read 180 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	08/19/2015	06/01/2016	\$0 - No Funding Required	Teachers, Administrators, 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	08/19/2015	06/01/2016	\$0 - No Funding Required	Read 180 teachers, administrators and 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	08/19/2015	06/30/2016	\$3000 - District Funding	Read 180 teachers, RTI Admin Team and district support personnel

Strategy2:

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:

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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	08/19/2015	06/30/2016	\$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, 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	08/19/2015	06/01/2016	\$0 - No Funding Required	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists

Strategy3:

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	08/19/2015	06/30/2016	\$0 - No Funding Required	System 44 teachers, RTI Admin Team and district support personnel

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	08/19/2015	06/01/2016	\$3000 - District Funding	Teachers, administrators, district support personnel

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.

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Goal 1:

Program Reviews

Measurable Objective 1:

collaborate to increase our school's arts and humanities scores from 8.3 in 2015 to 8.4 in 2016, our practical living and career studies scores in 2015 from 7.7 to 8.0 in 2016 and our Writing program review average overall score in 2015 from 8.1 to 8.2 in 2016 by 06/30/2016 as measured by the Program Review State Report.

Strategy1:

Extracurricular Activities - Students will have the opportunity to participate in a variety of activities that specifically relate to the following review areas: Arts & Humanities, Practical Living and Career Studies; K-3 and Writing.

Category: Integrated Methods for Learning

Research Cited:

Activity - After School Practical Living and Career Studies Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered a variety of opportunities in both before and after school programs. Students in 4th and 5th grades will have the opportunity to participate in Ryland Runners club. This group will meet three times a week before school to train for our local Flying Pig kids' marathon. Additionally intermediate students may participate in an Energy Wise class after school once a week and STLP. Student Council will be instrumental in decision making processes to display leadership skills. An example is having a Student Council representative on the PBIS committee. In addition, a focus group for girls in fourth and fifth grades will be offered. This group is titled "Girls Can" and introduces different careers and leadership opportunities to the students. Students will also be able to participate in Tae kwon do in the evenings	Extra Curricular	08/19/2015	06/30/2016	\$3000 - School Council Funds	Staff member that sponsors the Running Club, Student Council, STLP, Makerspace and Energy Wise group sponsors.

Activity - After School Arts & Humanities Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been formally identified in creativity have the opportunity to participate in an after school creativity class. Chorus will be offered weekly before school to all students in 3rd, 4th and 5th grades. All students, kindergarten through fifth grade, have the opportunity to participate in dance lessons provided through a community resource. In the spring, we will offer Makerspace after school for students in grades 3 - 5.	Extra Curricular	09/01/2015	06/30/2016	\$0 - No Funding Required	Art and Music teachers

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Activity - Extracurricular Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are part of the before-school Creativity Crew will have the opportunity to compose creative writing pieces.	Academic Support Program	09/14/2015	06/30/2016	\$0 - No Funding Required	Creativity Crew sponsor

Strategy2:

Monitor and Implement Program Review - Intentional monitoring and implementation: Administration and the Program Review Committee will monitor the implementation of all Program Review areas across all grade levels.

Category: Management Systems

Research Cited:

Activity - Formative and Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special area teachers will use formative and summative assessments for Arts and Humanities and Practical Living and Career Studies lessons to measure learning targets. All classroom teachers will use formative and summative assessments for Practical Living and Career Studies in lessons where applicable to measure learning targets.	Academic Support Program	07/01/2015	06/30/2016	\$0 - No Funding Required	Program Review Committee members, Instructional Staff, Administrators

Activity - Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will provide evidence of all 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 three times per year by program review committees and administrators.	Other	07/01/2015	06/30/2016	\$0 - No Funding Required	Program Review Committee members, administrators and all teachers

Strategy3:

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

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided after school professional learning opportunities in the Program Review content areas. Special area teachers will provide classroom teachers with resources in the areas of: Arts & Humanities, Practical Living/Career Studies, Dance and Drama. Writing Cluster Leaders and Central Office Support will provide teachers with resources in the area of Writing. Gifted/Talented Lead Teachers and Central Office Support will provide teachers with instructional resources and effective strategies. This learning will support the K-3 review.	Professional Learning	07/01/2015	06/30/2016	\$0 - No Funding Required	Special Area Teachers, Gifted and Talented Lead Teachers, Writing Cluster Leaders, Administrators, Classroom teachers, Central Office Support

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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 program review areas. Periodic PLC meetings will provide teachers with additional resources and strategies.	Professional Learning	07/01/2015	06/30/2016	\$0 - No Funding Required	Teachers, Central Office Support Staff, Administrators

Activity - Evidence Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the Program Review Committee will support teachers during a faculty meeting. Additionally, committee members will be available to meet with teachers during this planning time to assist in identifying and documenting evidence for the program reviews.	Professional Learning	09/14/2015	06/30/2016	\$0 - No Funding Required	Teachers, Program Review Committee members, administrators

Strategy4:

In-school Opportunities - Students will have the opportunity to participate in a variety of activities that specifically relate to the following review areas: Arts & Humanities, Practical Living, and Writing.

Category: Integrated Methods for Learning

Research Cited:

Activity - Arts & Humanities Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in several in-school arts opportunities. In December, the 2nd grade will have a visit from an instructor at MJM Studios to discuss and demonstrate Ballet. In March, all students will experience bluegrass music from a musician that will share a presentation which includes songs made popular throughout slavery and other connections to African heritage. Later in the school year, a photographer will come and speak to classes about her profession.	Academic Support Program	11/29/2015	06/30/2016	\$0 - No Funding Required	Arts and Humanities teachers

Activity - Practical Living Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in several in-school PLCS opportunities. Students in grades 1 - 5 will participate in Career Day in the spring. This opportunity will expose students to four different professions. Another opportunity is for students to hear anti-bullying messages, which will occur during Red Ribbon Week and from guest speakers. Students in various grades will hear from community members on fire safety, dental health and 4-H leadership program.	Academic Support Program	09/14/2015	06/30/2016	\$350 - Other	Teachers, PTO, school administrators

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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	09/14/2015	06/30/2016	\$2000 - Other	Media Specialist, administrators

KDE Assurances - School

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		

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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		

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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		

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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		

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		

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

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		

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

Cyndi Harrington, SBDM council member, kindergarten teacher

Paula House, SBDM council member, music teacher

Amy Dodd, SBDM council member, third grade teacher

Billie McDaniel, PTO president - parent

Nancy Ann Wartman, SBDM council member - parent

Jessica Fisk, SBDM council member - parent

Deborah Pressly, School Counselor

Shelia Riley, CSIP Committee member, RTA 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

Beth Hathaway, CSIP committee member, fourth grade teacher

Amanda Higgins, CSIP committee member, fifth grade teacher

Relationship Building

Overall Rating: 2.71

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.71

	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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	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

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

	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: 3.0

	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.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	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

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

	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: 2.17

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	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 as 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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: 3.0

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
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. Families are encouraged to participate in school functions. 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 involved several parents in a book study that our staff is involved in. In addition, we have developed a collaborative partnership with our GCIPL parents to have a family math night.

Communications: Parents receive communication in various ways about their child's learning needs (phone calls, emails, conferences, good news postcards 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 the call command system to send reminders and 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 Born Learning Academy. School information is listed in the school handbook and student planner. Parent leaders are active as fellows in the GCIPL program. This parent group is planning several special events in the spring. A few of these include: "Game-On" math night, Curriculum Night, Equipment Training, Acronym Night.

Community Partnerships: Ryland Heights Elementary has worked to intentionally form new community partnerships. Last spring we hosted a Business Engagement Tour. There was a good turn-out of business and local community members in attendance. As a result of this event, we have formed partnerships that have resulted in additional mentors and volunteers in the school. The volunteers also attend special events that take place throughout the school year.

Areas of Improvement: Relationship: We need a formal system for welcoming new students.

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.

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

Decision Making: Need 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.

Learning Opportunities: no policy on classroom observation for families.

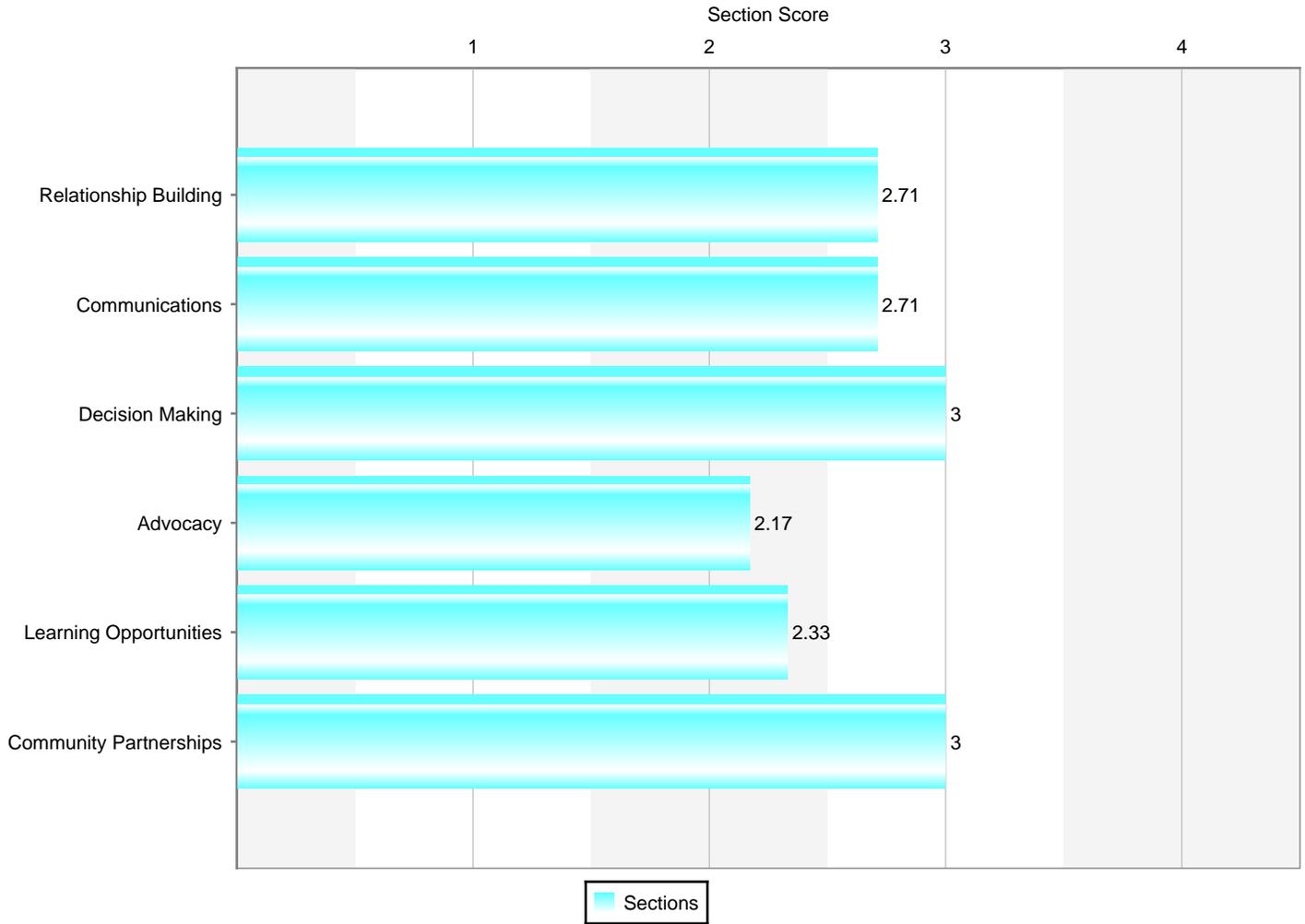
In the areas of strength, we will continue implementing the positive aspects that are currently in place. We will continually strive to make improvements and get feedback from stakeholders about what is working and what may need to be revised.

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.

In the area of advocacy, a newsletter has been developed that will be sent home specifically to our special education students. The newsletter will be sent home three times a year and will give parents resources, ideas and strategies on how to help their child at home. In addition, it will define key terms or accommodations that families may be not be familiar with.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The first step was to analyze Ryland's KPREP data from the 2014-15 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, teachers were placed in small groups at the December faculty meeting to review and give 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 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.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Ryland Heights Elementary has a policy requiring the development and adoption of an EMP.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	The EMP was adopted by the SBDM council on September 22, 2015.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	First responders reviewed the EMP with school administrators on August 17, 2015. In addition, administrators revised the EMP as needed in August 2015.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	The EMP was reviewed with all staff on August 17, 2015.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Local fire and law enforcement were invited to give feedback on the EMP after reviewing the EMP.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	The review took place in August 2015.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	The review of all four emergency response drills took place with all staff members on August 17, 2015. In addition, all four emergency response drills took place during the first 30 days of school.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Teacher turnover for Ryland Heights Elementary is 13.5%. This is compared to the district teacher turnover of 19.9% and the state rate of 17.3%.

What sources of data were used to determine the barriers?

- School Report Card Teacher Equity data
- Free/Reduced Meal data
- Minority Student data
- Students with disabilities data
- English Learner data
- Average number of years of teaching experience
- Emergency/provisional teaching certificate information
- School Accountability data
- Office discipline referral data

What are the root causes of those identified barriers?

The teacher turnover rate at Ryland Heights Elementary is due to an extended maternity leave and a teacher wanting to teach in a different grade level. Teacher feedback is that they are not leaving due to not being happy at Ryland.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Overall 99% of teachers are rated accomplished or exemplary.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Teachers are hired using Ryland's SBDM consultation policy. Beyond the initial hiring process, administrators follow SBDM policies for student assignment when placing students into classes each year. Current classroom and special education teachers assist administrators with developing the class lists for the next school year. Students are placed in heterogeneous groups in order to have a good mix of ability groups, strengths and needs of students, boy/girl ratio and avoid any behavior conflicts among students. In addition, strengths of each teacher are taken in account to determine the best placement for each student. All teachers are highly qualified for the courses they are teaching and extensive professional learning is given for those teaching LEP or Exceptional students regardless of their previous experience.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

SBDM policies for student assignment are followed when placing students into classes each year. Teachers create a data card for each student. This card has information listed such as MAP data, RTI (Response to Instruction) placement and whether a child has had a SAT (Student Assistance Team) meeting or has an IEP. All students are given equal access to all teachers. All teachers are highly qualified for the courses/grades that they are teaching and extensive professional learning is given for those teaching LEP or Exceptional students regardless of their previous experience.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Ryland Heights Elementary engages in ongoing analysis of student data to determine staffing needs. Highly qualified and effective staff are then recruited and hired as necessary. The school's excellent reputation and competitive salary at the district level entice diverse teachers to want to become a part of our instructional team.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Ryland Heights Elementary emphasizes quality instructional practices in every classroom, every day for every student. Our commitment to quality instructional practices guides our hiring screening process and yields a highly qualified and effective teaching staff. Through monthly feedback to teachers following Professional Practices Rubric (PPR) walks, teachers refine their teaching practices to meet the differentiated needs of students in their classrooms. Teachers of Limited English Proficient and Exceptional Children also meet regularly with school

administrators to refine their instructional skills and strategies.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

At Ryland Heights Elementary, effective teachers stay. There is very little turnover and when a teacher does leave it usually is for an extended maternity leave. If teachers should struggle to meet the needs of students, additional support and assistance is provided through instructional consultants, professional learning opportunities and targeted guidance. Good teaching is celebrated and administrators recognize that teachers are the experts on grade level standards and strategies.

In addition, incentives are given to recognize the hard work and dedication from the staff. Incentives such as goodie day, jeans day coupons and prizes are given to staff members. In addition, administrators elicit feedback from teachers for decision making and planning for improvement. The school webpage identifies accomplishments and achievements of school staff. Furthermore, staff are also recognized at the annual Excellence in Education dinner and at monthly school board meetings.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

In the past two years there has only been one first year teacher to Ryland.

District personnel organize an event before school starts to welcome and acquaint new teachers the KCSD. All new teachers spend half of the day with district representatives getting acclimated on the district level procedures and initiatives. In addition, we welcome any new teachers to our school by having a professional learning session with administrators and new staff. During this time teachers are given important information, taken on a tour of the school and meet their mentor. Each new teacher is paired with an experienced Ryland teacher. Also, through the KTIP (Kentucky Teacher Internship Program) process first year teachers are paired with a resource teacher within our building. In addition, district consultants are regularly used to support new teachers. Consultants work with teachers through Professional Learning Community meetings and in classrooms.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

If a teacher shall have an effectiveness rating below accomplished, the teacher and administrator will develop a plan for professional growth that addresses the professional learning needs. Administrators will support the teacher(s) and monitor the growth plan. In addition, if a teacher would like to observe another classroom or visit another school to see effective teaching, that will be supported.

Each teacher is visited for a PPR walk at least once a month and given feedback. District consultants are regularly used to support teachers.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL Survey results are analyzed and taken in account for ways to improve. The 2015 TELL survey indicated that only 76.9% of teachers felt they had an appropriate level of influence on decision making in the school. Therefore, an intentional focus is to empower teachers more in the decision making process. Through this retention will remain high at Ryland Heights Elementary. Another area of need that was indicated on the TELL survey was that only 56.4% of teachers feel that professional learning is differentiated to meet the needs of individual teachers.

In order to improve this, there will be more of an effort to provide or inform teachers about various professional learning opportunities.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

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.

Activity 1: 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

Goal 1: K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP proficiency scores from 62.7% in 2015 to 65.7% by 10/03/2016 as measured by school report card delivery targets.

Strategy 3:

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

Activity: 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.

Goal 1: Achievement Gap - Special Education Students

Measurable Objective 2:

collaborate to improve achievement and proficiency of students with disabilities in the area of MATH at Ryland Heights Elementary from 15.8% in 2015 to 34.5% by 09/30/2016 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.

Activity - 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
SY 2015-2016

order for teachers to increase their knowledge. The expectation will be for students to be actively engaged during math instruction.

Strategy 2:

Special Education Weekly Meetings - Special education teachers will analyze KPREP data and/or MAP data to determine areas of need for each student on his/her caseload. This data will be correlated as appropriate to the student goals in the Individual Education Program.

Activity: Instructional Interventions and Strategies

Special education teachers will collaborate to share strategies and instructional tools being used to meet the needs of students. Direct instruction is one strategy used to solve real world problems.