



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. It 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. 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 600 students. Our campus is located on fourteen acres that includes the Ryland/Toyota Nature Center and a large stocked lake that is used by schools and the community. We are proud of our Business Education Success Team partnership with Toyota Motor Engineering & Manufacturing North America, Inc. 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 21st Century After School Program with the YMCA, our fiscal partner in the day to day operations of the grant that supports a before school program, a kindergarten wrap around program and after school programming. Ryland's mascot is a tiger named Rylie and our motto is: Ryland Tigers R.O.A.R.: We Respect Ourselves and Others and Act Responsibly. We facilitate a school wide PBIS discipline program and strive daily to help students reach their fullest potential academically, socially and behaviorally.

School's Purpose

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

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

Notable Achievements and Areas of Improvement

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

Ryland Heights Elementary was classified as a Distinguished/Progressing school and School of Distinction according to the KPREP tests for the 2013-2014 school year, progressing from the 79th percentile to the 97th. Student growth contributed to the increase in performance as Ryland ranked first in the Kenton County School District in achieving school growth. Additionally, on the 2013-2014 K-PREP tests, Ryland Heights Elementary scored maximum points in science, and exceeded both the district and state percentiles in both science and social studies.

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.

Striving to support the whole child, our 21st Century After School Program, facilitated in partnership with the YMCA, provides a variety of activities for any student interested in attending. We offer transportation so that more students may be able to attend these programs.

On the 2014 K-PREP tests, 75.8% of students showed growth in reading and 70.9% showed growth math. While we are proud of our growth, our work in reading and math will continue. Using the Measures of Academic Progress 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. 52.8% 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.

December 2014 Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

December 2014 Plan for KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Tell Survey	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Program Reviews	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$12500
3	K-PREP Combined Proficiency	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$10000
4	K-PREP 3rd Grade Proficiency in Reading	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
5	K-PREP 3rd Grade Proficiency in Mathematics	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
6	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$12800
7	Achievement Gap - Special Education Students	Objectives: 2 Strategies: 7 Activities: 12	Organizational	\$8000
8	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
9	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 76% in 2013 to 85% by 05/29/2015 as measured by 2015 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 2014 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	10/20/2014	06/05/2015	\$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	12/02/2014	05/29/2015	\$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 2014 to 8.4 in 2015, our practical living and career studies scores in 2014 from 7.5 to 8.0 in 2015 and our Writing program review average overall score in 2014 from 8.2 to 8.3 in 2015 by 06/30/2015 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	08/13/2014	06/30/2015	\$0	No Funding Required	Program Review Committee, Instructional Staff, Administrators
Activity - Evidence Checklists	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 using a checklist. Checklists will be submitted by grade level.	Other	09/08/2014	06/30/2015	\$0	No Funding Required	Program Review Committee, 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
Within the YMCA 21st Century after school program, students can participate in dance, arts, crafts and knitting. Additionally, 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.	Extra Curricular	09/02/2014	06/30/2015	\$5000	Grant Funds	YMCA After School Program Staff members (which includes several Ryland staff members)
Activity - After School Practical Living and Career Studies Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered a variety of opportunities in both before and after school programs. The YMCA 21st Century after school program will offer Taekwondo and movement. Additionally, 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.	Extra Curricular	09/02/2014	06/30/2015	\$3000	District Funding	YMCA staff members, Staff member that sponsors the Running Club and Energy Wise groups.

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Activity - After School Opportunities for Kindergarten - Third grade students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to participate in periodic school-wide Literacy Nights. Additionally, the YMCA 21st Century after school program will provide classes in problem solving and technology with a focus on academics.	Extra Curricular	09/02/2014	06/30/2015	\$2000	Grant Funds	YMCA staff, RTA teacher, administration, various staff members

Activity - After School Writing Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The YMCA 21st Century after school program will offer a creative writing class. The curriculum will support writing that is taking place in the classroom. Classroom teachers will collaborate with YMCA staff member(s) to plan the after school activities.	Extra Curricular	01/06/2015	06/30/2015	\$1000	Grant Funds	Classroom teachers - YMCA staff member(s)

Activity - Fourth Grade Boys Focus Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade boys will meet bi-weekly with a representative from Skool-aid. This representative will focus lessons on respect, putting forth best effort, maintaining appropriate behavior and motivation. Students will also have the opportunity to learn about and practice teamwork skills.	Behavioral Support Program	12/02/2014	05/29/2015	\$1500	Grant Funds	Skool-aid representative, YMCA support personnel, classroom teachers

Strategy 3:

Special Area Collaboration - Special area teachers and administration will meet bi-weekly to discuss and share instructional strategies and program review implementation.

Category: Professional Learning & Support

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Professional Learning Community (PLC) meetings, the special area team will update the program review policy, review evidence collected, and determine additional resources needed. This information will then be provided to the Program Review Committee.	Academic Support Program	09/02/2014	06/30/2015	\$0	No Funding Required	Special area teachers and administrators

Activity - Special Area Curriculum Timelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special area teachers will collaborate to create a timeline of Arts & Humanities and Practical Living and Career Studies instruction. Units of study will be given an approximate time frame on the timeline.	Academic Support Program	12/08/2014	06/30/2015	\$0	No Funding Required	Special Area Teachers, Administrators

Strategy 4:

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	09/02/2014	06/30/2015	\$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
Teachers will be provided after school professional learning opportunities in the Program Review content areas. Special are 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	09/02/2014	06/30/2015	\$0	No Funding Required	Special Area Teachers, Gifted and Talented Lead Teachers, Writing Cluster Leaders, Administrators, Classroom teachers, Central Office Support

Goal 3: K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP proficiency scores from 66.7% in 2014 to 67% in 2015 by 10/01/2015 as measured by school report card delivery targets.

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.

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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: Accelerated Reader, Reading Counts, Story Works, Reading A-Z and/or Aimsweb.	Academic Support Program	08/13/2014	06/12/2015	\$0	No Funding Required	Teachers, instructional assistants, administrators and district support personnel
Activity - Improve Reading Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 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, STAR, 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	08/13/2014	06/12/2015	\$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 and additional technology such as iPads will be utilized.	Technology	08/13/2014	06/12/2015	\$3000	Title I Schoolwide	Administrative Team, Title I staff, Regular and special education staff

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 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	08/13/2014	06/12/2015	\$1000	Title I Schoolwide	Title 1 Teacher, Instructional Assistant, Math Committee, 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	08/13/2014	06/12/2015	\$0	Title I Schoolwide	Title 1 teacher and other instructional staff members.

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.	Professional Learning	08/13/2014	06/12/2015	\$0	No Funding Required	Teachers, Administration, Central Office Support Personnel

Activity - Grade Level Team Planning Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given two half day planning days to review student data, timelines, assessments and to plan instruction with their grade level team.	Professional Learning	01/05/2015	05/29/2015	\$6000	Title I Schoolwide	Teachers, Administration

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 67.4% in 2014 to 70% by 10/01/2015 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 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, Scholastic System 44, Scholastic Read 180, One to One reading and/or Book Worm After School Reading Mentoring	Academic Support Program	09/08/2014	06/12/2015	\$0	No Funding Required	Teachers, instructional assistants, Family Resource Center Coordinator, administrators and district support personnel

Strategy 2:

Tier 1 Instruction using Kagan Strategies - Teachers will receive professional learning on Kagan strategies. This learning will result in all students being actively engaged during reading instruction.

Category: Professional Learning & Support

Activity - Professional Learning - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning in after school sessions on Kagan strategies. Central office support personnel who have been trained in these strategies will conduct these sessions.	Professional Learning	01/05/2015	05/29/2015	\$0	No Funding Required	Teachers, administrators, instructional assistants, Central Office 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 64.2% in 2014 to 67.5% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

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Strategy 1:

Enhanced Tier 1 Math Instruction - All students will utilize the resources of a common mathematics core curriculum that is aligned with Common Core Standards and taught rigorously to all students.

Category: Integrated Methods for Learning

Activity - Tier 1 Instruction with Go Math!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive Tier 1 instruction through Go Math! resources and manipulatives.	Academic Support Program	08/13/2014	06/12/2015	\$0	No Funding Required	Teachers, instructional assistants, administrators, math interventionist and district support personnel.

Strategy 2:

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
All students whose scores fall below the 40th percentile on the MAP assessment will participate in a Tier II or Tier III intervention.	Academic Support Program	09/08/2014	06/12/2015	\$0	No Funding Required	Teachers, interventionists, Special Education staff, Instructional Assistants, Administrators

Goal 6: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 71% in 2014 to 72% by 08/31/2015 as measured by Brigance screening results..

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Strategy 1:

Kindergarten Readiness Opportunities - Kindergarten parents and their families will be given opportunities to participate in that 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 future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills that students should 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	02/02/2015	09/04/2015	\$400	Title I Schoolwide	Family Resource Center Coordinator, Title I staff, Teachers, Instructional Assistants, Administrators
Activity - Kindergarten Parent Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In May 2015, future kindergarten parents will be invited to attend a "Parent Academy". This academy will be facilitated by kindergarten teachers and administrators. Parents will receive a checklist of skills their child should try and master by August. Parents will also learn about effective resources and strategies to use with their child.	Parent Involvement	05/01/2015	05/22/2015	\$400	Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator, Title 1 Staff
Activity - Kindergarten Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All enrolled kindergarten students will be invited to participate in a Jump Start program in the summer. Students will be given the opportunity to participate in a shortened mock school day that will include reading, math and other school activities. Students will meet Ryland staff and become acclimated to the school.	Academic Support Program	07/01/2015	08/14/2015	\$5000	Title I Schoolwide	Administrators, Teachers, Instructional Assistants, Family Resource Center Coordinator, Title 1 Staff, District Bus Driver
Activity - Bornlearning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Bornlearning Academy will be offered to families from the ages of birth to four years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement	08/13/2014	05/29/2015	\$7000	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	01/05/2015	05/01/2015	\$0	No Funding Required	Kindergarten and preschool teachers, Administrator s, Central Office Support Personnel

Goal 7: Achievement Gap - Special Education Students

Measurable Objective 1:

collaborate to increase achievement and proficiency for Special Needs students in the area of READING at Ryland Heights Elementary from 28.6% in 2014 to 46.9% by 10/01/2015 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 which gets increasingly longer and more rigorous throughout the year. Text dependent questions will be asked of the students.	Academic Support Program	08/13/2014	06/05/2015	\$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	08/13/2014	06/05/2015	\$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	08/13/2014	06/12/2015	\$3000	District Funding	Teachers, administrators

Activity - Data analysis meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and System 44 teachers 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	11/05/2014	06/12/2015	\$0	No Funding Required	System 44 teachers and RTI Admin Team

Strategy 3:

Read 180 - Targeted students will receive 90 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	08/13/2014	06/12/2015	\$3000	District Funding	Read 180 teachers and RTI Admin Team

Activity - Data analysis meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and Read 180 teachers 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	11/05/2014	06/12/2015	\$0	No Funding Required	Read 180 teachers and administrators

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Co-taught Read 180 classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fourth and fifth grade Read 180 classrooms are co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/13/2014	06/12/2015	\$0	No Funding Required	Teachers, Administrators, District Support Personnel

Strategy 4:

Special Education Weekly Meetings - All special education teachers and administrators will participate in weekly Professional Learning Community meetings.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will analyze a variety of data sources such as KPREP, MAP progress monitoring etc. 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.	Academic Support Program	09/10/2014	06/12/2015	\$0	No Funding Required	Teachers, administrators

Strategy 5:

After School Reading Intervention - Special education students who have been identified as needing extra interventions in the area of reading will be given the opportunity to attend an after school intervention. Transportation will be provided by the YMCA 21st Century program.

Category: Integrated Methods for Learning

Activity - After School Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small groups with the focus on building stamina, fluency and comprehension. Students will read passages on their Lexile level. The Readworks program will be a resource for appropriate text passages. Direct instruction will be used to enhance comprehension strategies.	Direct Instruction	02/02/2015	04/30/2015	\$2000	Title I Schoolwide	Teachers and administrators

Measurable Objective 2:

collaborate to improve achievement and proficiency of students with disabilities in the area of MATH at Ryland Heights Elementary from 14.3% in 2014 to 44.8% by 10/01/2015 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
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KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

All teachers will receive professional learning on Number Talks. Professional Learning Community (PLC) meetings throughout the year will focus on Number Talks in order for teachers to increase their knowledge. The expectation will be for students to engage in Number Talks regularly during math instruction.	Academic Support Program	08/13/2014	06/12/2015	\$0	No Funding Required	Title I Math Interventionist, Teaching Staff, Instructional Assistants, Administration, Central Office Support Staff
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Activity - Co-taught Math Class - Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fourth and fifth grade each have a math class that 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 ensure fidelity of the Do the Math program and common core standards.	Academic Support Program	08/13/2014	06/12/2015	\$0	No Funding Required	Teachers, administrators and district support personnel

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.

Category: Continuous Improvement

Activity - Instructional Interventions and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	08/27/2014	06/12/2015	\$0	No Funding Required	Special Education Teachers, Administrators, District Support Staff

Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX% in May 31, 2015 to YY% by 05/29/2020 as measured by evaluation results.

Strategy 1:

PGES - Ensure all leadership is knowledgeable of TPGES components and expectations.

Category: Teacher PGES

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - PGES 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	07/01/2014	05/29/2015	\$0	No Funding Required	Central Office Consultants and Personnel Support team

Strategy 2:

Professional Learning and Support - Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).

Category: Teacher PGES

Activity - Professional Learning for TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	07/01/2014	05/29/2015	\$0	No Funding Required	Central Office Support Team and building administrators

Goal 9: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 08/31/2015 as measured by survey results.

Strategy 1:

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

Category: Professional Learning & Support

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

<p>The Ryland Wellness Committee will be charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.</p>	<p>Policy and Process</p>	<p>07/01/2014</p>	<p>08/31/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The Ryland Wellness Committee comprised of administrative , certified, classified and parent members.</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Arts & Humanities Opportunities	Within the YMCA 21st Century after school program, students can participate in dance, arts, crafts and knitting. Additionally, 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.	Extra Curricular	09/02/2014	06/30/2015	\$5000	YMCA After School Program Staff members (which includes several Ryland staff members)
Bornlearning Academy	Bornlearning Academy will be offered to families from the ages of birth to four years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement	08/13/2014	05/29/2015	\$7000	Family Resource Coordinator, select teachers, administrators
After School Writing Opportunities	The YMCA 21st Century after school program will offer a creative writing class. The curriculum will support writing that is taking place in the classroom. Classroom teachers will collaborate with YMCA staff member(s) to plan the after school activities.	Extra Curricular	01/06/2015	06/30/2015	\$1000	Classroom teachers - YMCA staff member(s)
After School Opportunities for Kindergarten - Third grade students	Students will have the opportunity to participate in periodic school-wide Literacy Nights. Additionally, the YMCA 21st Century after school program will provide classes in problem solving and technology with a focus on academics.	Extra Curricular	09/02/2014	06/30/2015	\$2000	YMCA staff, RTA teacher, administration, various staff members
Fourth Grade Boys Focus Group	Fourth grade boys will meet bi-weekly with a representative from Skool-aid. This representative will focus lessons on respect, putting forth best effort, maintaining appropriate behavior and motivation. Students will also have the opportunity to learn about and practice teamwork skills.	Behavioral Support Program	12/02/2014	05/29/2015	\$1500	Skool-aid representative, YMCA support personnel, classroom teachers
Total					\$16500	

No Funding Required

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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: Accelerated Reader, Reading Counts, Story Works, Reading A-Z and/or Aimsweb.	Academic Support Program	08/13/2014	06/12/2015	\$0	Teachers, instructional assistants, administrators and district support personnel
Monitor CSIP Progress	Twice a year (February and May), staff will analyze the CSIP to monitor progress towards each goal.	Policy and Process	12/02/2014	05/29/2015	\$0	CSIP committee, Ryland staff, Administrators
Tier 1 Instruction with Go Math!	All students will receive Tier 1 instruction through Go Math! resources and manipulatives.	Academic Support Program	08/13/2014	06/12/2015	\$0	Teachers, instructional assistants, administrators, math interventionist and district support personnel.
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	09/02/2014	06/30/2015	\$0	Teachers, Central Office Support Staff, Administrators
Wellness Leadership Development	The Ryland Wellness Committee will be charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	07/01/2014	08/31/2015	\$0	The Ryland Wellness Committee comprised of administrative, certified, classified and parent members.
Special Area Curriculum Timelines	Special area teachers will collaborate to create a timeline of Arts & Humanities and Practical Living and Career Studies instruction. Units of study will be given an approximate time frame on the timeline.	Academic Support Program	12/08/2014	06/30/2015	\$0	Special Area Teachers, Administrators
Professional Learning - Kagan Strategies	Teachers will engage in professional learning in after school sessions on Kagan strategies. Central office support personnel who have been trained in these strategies will conduct these sessions.	Professional Learning	01/05/2015	05/29/2015	\$0	Teachers, administrators, instructional assistants, Central Office support personnel

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

Data Analysis	Special education teachers will analyze a variety of data sources such as KPREP, MAP progress monitoring etc. 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.	Academic Support Program	09/10/2014	06/12/2015	\$0	Teachers, administrators
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.	Academic Support Program	08/27/2014	06/12/2015	\$0	Special Education Teachers, Administrators, District Support Staff
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.	Academic Support Program	09/08/2014	06/12/2015	\$0	Teachers, interventionists, Special Education staff, Instructional Assistants, Administrators
Instructional Strategies	Grade levels will have intentional common planning time for teachers to collaborate during weekly Professional Learning Community meetings.	Professional Learning	08/13/2014	06/12/2015	\$0	Teachers, Administration, Central Office 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, STAR, 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	08/13/2014	06/12/2015	\$0	Teachers, instructional assistants, administrators and Central Office support personnel
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, Scholastic System 44, Scholastic Read 180, One to One reading and/or Book Worm After School Reading Mentoring	Academic Support Program	09/08/2014	06/12/2015	\$0	Teachers, instructional assistants, Family Resource Center Coordinator, administrators and district support personnel

KDE Comprehensive School Improvement Plan

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Increase reading stamina and comprehension	All students will be given challenging text which gets increasingly longer and more rigorous throughout the year. Text dependent questions will be asked of the students.	Academic Support Program	08/13/2014	06/05/2015	\$0	Title I Staff support, Teachers, Administrators, District Support Personnel
Co-taught Math Class - Do the Math	The fourth and fifth grade each have a math class that 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 ensure fidelity of the Do the Math program and common core standards.	Academic Support Program	08/13/2014	06/12/2015	\$0	Teachers, administrators and district support personnel
CSIP Teacher Involvement	Teachers, by committees and grade levels, will analyze the 2014 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	10/20/2014	06/05/2015	\$0	Ryland Heights Elementary administrators, staff and teachers.
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	08/13/2014	06/05/2015	\$0	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists
Professional Learning Communities	During Professional Learning Community (PLC) meetings, the special area team will update the program review policy, review evidence collected, and determine additional resources needed. This information will then be provided to the Program Review Committee.	Academic Support Program	09/02/2014	06/30/2015	\$0	Special area teachers and administrators
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	01/05/2015	05/01/2015	\$0	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel
Evidence Checklists	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 using a checklist. Checklists will be submitted by grade level.	Other	09/08/2014	06/30/2015	\$0	Program Review Committee, administrators and all teachers
Data analysis meetings	Administrators and Read 180 teachers 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	11/05/2014	06/12/2015	\$0	Read 180 teachers and administrators

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Ryland Heights Elementary School

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	08/13/2014	06/30/2015	\$0	Program Review Committee, Instructional Staff, Administrators
Co-taught Read 180 classrooms	The fourth and fifth grade Read 180 classrooms are co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program	08/13/2014	06/12/2015	\$0	Teachers, Administrators, District Support Personnel
Math Instructional Resources and Training	All teachers will receive professional learning on Number Talks. Professional Learning Community (PLC) meetings throughout the year will focus on Number Talks in order for teachers to increase their knowledge. The expectation will be for students to engage in Number Talks regularly during math instruction.	Academic Support Program	08/13/2014	06/12/2015	\$0	Title I Math Interventionist, Teaching Staff, Instructional Assistants, Administration, Central Office Support Staff
Data analysis meetings	Administrators and System 44 teachers 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	11/05/2014	06/12/2015	\$0	System 44 teachers and RTI Admin Team
Professional Learning for TPGES	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	07/01/2014	05/29/2015	\$0	Central Office Support Team and building administrators
PGES 1	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	07/01/2014	05/29/2015	\$0	Central Office Consultants and Personnel Support team

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

Professional Learning Opportunities	Teachers will be provided after school professional learning opportunities in the Program Review content areas. Special are 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	09/02/2014	06/30/2015	\$0	Special Area Teachers, Gifted and Talented Lead Teachers, Writing Cluster Leaders, Administrator s, Classroom teachers, Central Office Support
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/13/2014	06/12/2015	\$3000	Read 180 teachers and RTI Admin Team
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	08/13/2014	06/12/2015	\$3000	Teachers, administrators
After School Practical Living and Career Studies Opportunities	Students will be offered a variety of opportunities in both before and after school programs. The YMCA 21st Century after school program will offer Taekwondo and movement. Additionally, 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.	Extra Curricular	09/02/2014	06/30/2015	\$3000	YMCA staff members, Staff member that sponsors the Running Club and Energy Wise groups.
Total					\$9000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

Kindergarten Parent Academy	In May 2015, future kindergarten parents will be invited to attend a "Parent Academy". This academy will be facilitated by kindergarten teachers and administrators. Parents will receive a checklist of skills their child should try and master by August. Parents will also learn about effective resources and strategies to use with their child.	Parent Involvement	05/01/2015	05/22/2015	\$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 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	08/13/2014	06/12/2015	\$1000	Title 1 Teacher, Instructional Assistant, Math Committee, Administration and instructional staff members
Grade Level Team Planning Day	Teachers will be given two half day planning days to review student data, timelines, assessments and to plan instruction with their grade level team.	Professional Learning	01/05/2015	05/29/2015	\$6000	Teachers, Administration
Early Intervention Kindergarten Information for Parents	When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills that students should 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	02/02/2015	09/04/2015	\$400	Family Resource Center Coordinator, Title I staff, Teachers, Instructional Assistants, Administrators
After School Reading Intervention	Students will be placed in small groups with the focus on building stamina, fluency and comprehension. Students will read passages on their Lexile level. The Readworks program will be a resource for appropriate text passages. Direct instruction will be used to enhance comprehension strategies.	Direct Instruction	02/02/2015	04/30/2015	\$2000	Teachers and administrators
Math Technology Support	Students may participate in technology support in math including several math intervention applications: Mobymax application, Compass Learning, etc.	Technology	08/13/2014	06/12/2015	\$0	Title 1 teacher and other instructional staff members.
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 and additional technology such as iPads will be utilized.	Technology	08/13/2014	06/12/2015	\$3000	Administrative Team, Title I staff, Regular and special education staff

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Kindergarten Jump Start	All enrolled kindergarten students will be invited to participate in a Jump Start program in the summer. Students will be given the opportunity to participate in a shortened mock school day that will include reading, math and other school activities. Students will meet Ryland staff and become acclimated to the school.	Academic Support Program	07/01/2015	08/14/2015	\$5000	Administrator s, Teachers, Instructional Assistants, Family Resource Center Coordinator, Title 1 Staff, District Bus Driver
Total					\$17800	

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?

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

Of the 282 students tested in reading:

8.5% Novice 23.4% Apprentice 40.8% Proficient 27.3% Distinguished

Of the 282 students tested in math:

9.6% Novice 25.2% Apprentice 40.8% Proficient 24.5% Distinguished

Of the 99 students tested in science:

2% Novice 11.2% Apprentice 45.9% Proficient 40.8% Distinguished

Of the 90 students tested in social studies:

4.5% Novice 19.1% Apprentice 56.2% Proficient 20.2% Distinguished

Of the 90 students tested in On-Demand writing:

10% Novice 37.1% Apprentice 44.9% Proficient 7.9% Distinguished

Of the 99 students tested in language mechanics:

13.3% Novice 29.6% Apprentice 32.7% Proficient 24.5% 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?

73.4% of students tested made typical growth in the areas of reading and math.

4. What is an area on the TELL Survey that needs improvement?

The three year trend data shows the need for improvement on the question if teachers feel they have an appropriate level of influence on decision making at Ryland. The data from 2011 shows that 71% of teachers feel they do and from 2013 data shows 84.2% feel they have influence. While there is an increase in the number of staff, this is still an area for improvement. In the 2014-15 school year teachers are given the opportunity to be actively engaged in committees that meet monthly. Also, each grade level and special area, special education team has a Lead Teacher. This position allows for teachers to have more of a voice in the decision making process.

5. What does the information NOT tell us?

It 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 improve our percentile on the 2013-14 KPREP from 79th percentile to 97th percentile and to change our rating from the Proficient category to the Distinguished/Progressing category and named a School of Distinction. Ryland once again achieved a score of 100 in science, and we achieved a score of 76.4 in social studies which exceeded our district ranking which was 66.9% and the state ranking was 58.2%.

In the area of Reading, the Achievement, Gap and Growth scores have improved; in Achievement the scores improved from 65.7 to 89.2 and in Gap the scores improved from 39.1 to 52.5.

During the Response to Instruction (RTI) instructional block, all students below the 50th percentile 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.

In the area of Social Studies, Ryland Heights Elementary scored a 93.8.

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 the 2012-2013 KPREP results were released. Teachers from the students' previous year, met with each student to discuss their performance on KPREP. Student progress was celebrated; as well accountability was required for those not putting forth their best effort.

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?

The three year trend data shows the need for improvement on the TELL Survey question if teachers feel they have an appropriate level of influence on decision making at Ryland. The data from 2011 shows that 71% of teachers feel they do and from 2013 data shows 84.2% feel they have influence. While there is an increase in the number of staff, this is still an area for improvement. In the 2014-15 school year teachers are given the opportunity to be actively engaged in committees that meet monthly. Also, each grade level and special area, special education team has a Lead Teacher. This position allows for teachers to have more of a voice in the decision making process.

Beginning in August 2014, Ryland Heights Elementary School implemented the following that is believed to positively impact student learning

Response to Instruction (RTI) - Expected to increase Achievement, Gap and Growth scores in the areas of Reading and Math.

All students below 40%ile on MAP in the areas of Reading and Math are being identified in order to receive RTI.

All grade levels are implementing RTI at least four days a week.

Utilizing all available support staff for RTI implementation.

Utilizing the additional computer lab for computer based interventions (Compass Learning and Moby Max).

RTI Admin Team meets weekly to monitor student progress, research effective strategies and programs and give feedback to teachers.

Implementation of teacher leads at each grade level to increase communication and involve stakeholders in decision making.

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

Teachers received a binder with all Program Review rubrics. Areas where Ryland scored Needs Improvement were discussed with teachers to determine what actions could be taken to improve those scores to Proficient or Distinguished.

A checklist was created for each program review content area and distributed to each certified staff member, due dates for evidence are indicated on the checklist.

Each trimester, evidence will be monitored and reviewed for each program review content area.

Special area teachers will focus on curriculum that is not taught in the regular education classroom; this will ensure that all standards are taught.

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.

Ryland has a Program Review Committee that is organized into sub-committees for each Program Review area.

All school assemblies will have an intentional connection to a Program Review content area.

Professional Learning Community (PLC) meetings with intentional focus

Teachers meet weekly with administrators and grade level colleagues.

Student achievement is the focus. Meetings focus on effective teaching strategies, resources and assessments.

Special Education teachers are involved in these meetings and also meet on a weekly basis to discuss data and instruction for their students.

Instructional interventions are also discussed in order to positively affect all students.

District and School PPR Learning Walks

Teachers are given specific feedback and "coaching tips" after each walk.

The assistant superintendent visits the school weekly to participate in the district walks.

Teachers have stated they appreciate meeting after the district walk to receive the feedback.

Ryland is implementing the following new strategies to address the needs of our students.

In the area of Math, our Growth scores decreased the last two years from 72 to 70.9. Our Gap proficiency target for specific subgroups was not met.

We will continue in-depth data analysis in the area of math with regular and special education teachers.

Ryland has applied for the Math Grant. We will be informed in December if we receive this.

Number Talks - teachers will receive follow-up training on this effective strategy and will be given training on Accountable Talk strategies to better facilitate Number Talks in the classroom.

Computer-based mathematics programs will continue to be utilized. Students are using Sumdog, MobyMax and Compass Learning. Students will be using these in the classroom, during RTI and/or in the additional computer lab at school. In addition, families will receive information on how some of these programs can also be accessed from home. The programs are based on Common Core Standards for mathematics and are research-based.

The Curriculum Assessment school committee will develop a Math Instructional Model using the Kentucky Core Academic Standards and Mathematical Practices. Grade level teachers will give feedback on the math model before implementation.

Ryland Heights Elementary had an increase in Achievement scores in almost all areas (we had a .2 decrease in Language Arts). The strategies below will help us continue this success.

Response to Instruction (RTI) - a combination of reading and math instruction is being provided during the RTI block.

LDC Module - focus in 3rd, 4th and 5th grades. Cross-curricular connections.

Continue intentional focus on grade level standards and engaging students in rigorous instruction and assessments.

Intentionally believing this year's theme - "We are Sailing the S.E.A.S. at Ryland" (SEAS - Successfully Educating Each Student).

Conclusion

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

Over the past three 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.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Sara Callahan, Principal

Tammy Harris, Assistant Principal

Beth Hathaway, CSIP Committee member, SBDM council member, fourth grade teacher

Paula House, SBDM council member, music teacher

Becky Stenger, SBDM council member, fifth grade teacher

Billie McDaniel, SBDM council member - parent

Nancy Ann Wartman, SBDM council member - parent

Deborah Pressly, School Counselor

Melanie Harvey, School Psychologist

Shelia Riley, CSIP Committee member, RTA teacher

Erin Morris, CSIP Committee member, third grade teacher

Emily Booher, CSIP Committee member, Title One Teacher

Margaret Wiggins, CSIP Committee member, Special Education Teacher

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.57

	Statement or Question	Response	Rating
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.	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
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
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
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
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.43

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
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 results.	Proficient

	Statement or Question	Response	Rating
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
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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
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
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.43

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

	Statement or Question	Response	Rating
4.	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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

	Statement or Question	Response	Rating
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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.17

	Statement or Question	Response	Rating
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
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
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
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.	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
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • 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
2.	<p>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.</p>	<p>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.</p>	Proficient

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

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

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
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
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
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
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
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.

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

Strengths

Relationship: Ryland 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.

Communications: Parents receive communication in various ways about their child's learning needs (phone calls, emails, conferences). 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 have started an electronic newsletter this year and 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 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, Born Learning and Town Hall meeting. 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: Curriculum Night, Equipment Training, Acronym Night.

Community Partnerships: Ryland has a strong partnership with Toyota. Their employees are volunteers in our school and we received a \$4000 grant to be used on our nature trail. In addition, the YMCA has been an integral part of the school for many years. Ryland will host a Northern Kentucky Business Engagement Tour in spring 2015.

Areas of Improvement:

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

Communications: Formal conferences are held only once a year.

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

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.

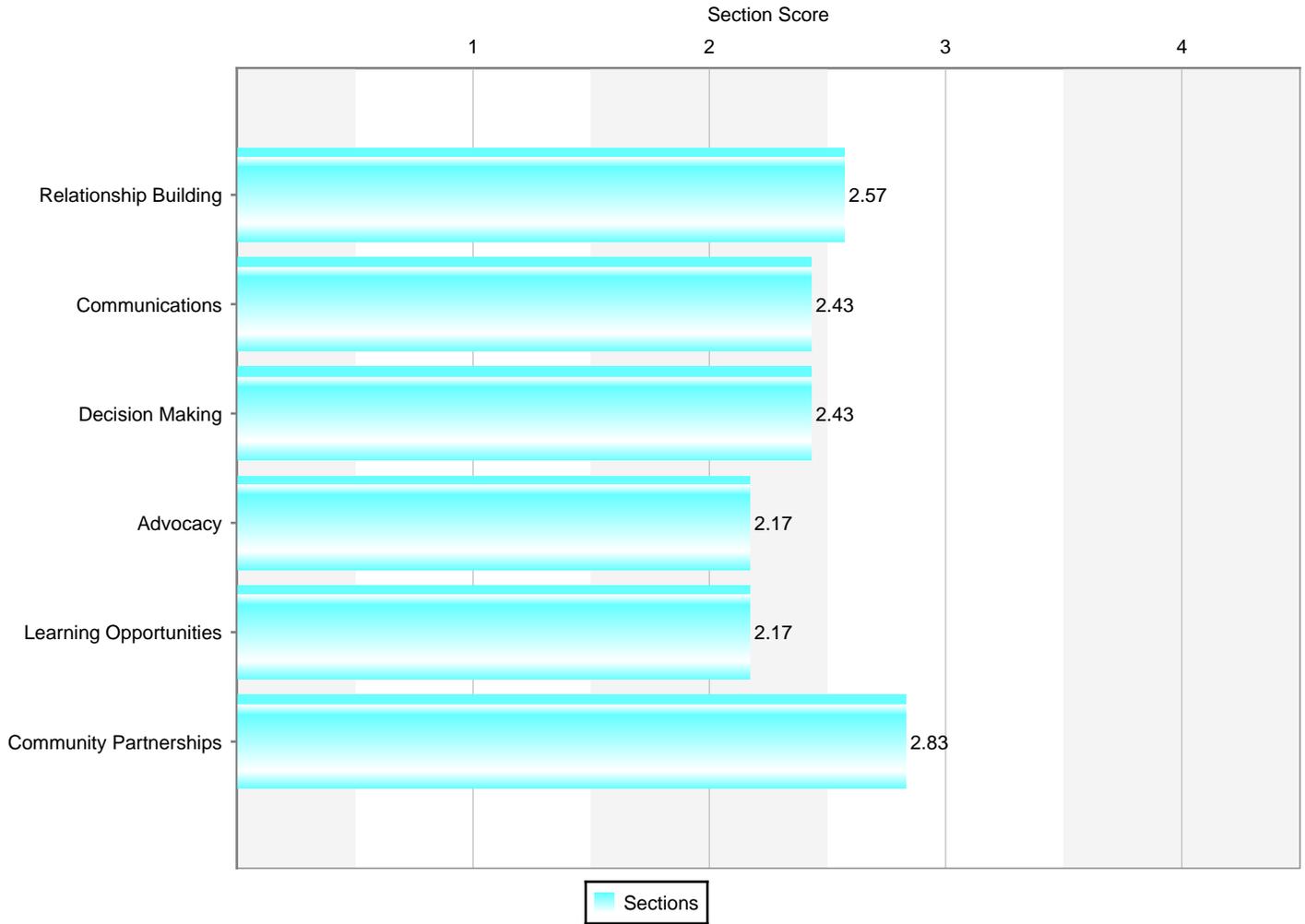
Learning Opportunities: no policy on classroom observation for families

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, we are developing a newsletter 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 2013-14 year and look at trends over the last three years. Teachers and SBDM council are aware that this three hour after school data analysis will take place. Although the exact date is not known until data is released, staff have a general idea of when this analysis will take place. A three hour Professional Learning session was held after school. In addition, 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. Teachers were intentionally placed in groups so that each small group had representation from each grade level along with a special education teacher.

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

A new CSIP committee was formed in August 2014. This committee has representatives from most 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.

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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	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		

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.	No	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.	No	N/A	

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.	No	N/A	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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.	No	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.	No	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.	No	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.	No	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.	No	N/A	

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.	No	N/A	

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 and linked to our district 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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/A	

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		

KDE Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators 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	No	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		

Compliance and Accountability - Elementary 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 TELL KY 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 76% in 2013 to 85% by 05/29/2015 as measured by 2015 Tell Survey.

Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - Monitor CSIP Progress	Activity Type	Tier	Phase	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			12/02/2014	05/29/2015	\$0 - No Funding Required	CSIP committee, Ryland staff, Administrators

Activity - CSIP Teacher Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, by committees and grade levels, will analyze the 2014 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			10/20/2014	06/05/2015	\$0 - No Funding Required	Ryland Heights Elementary administrators, staff and teachers.

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

Goal 1:

K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP proficiency scores from 66.7% in 2014 to 67% in 2015 by 10/01/2015 as SY 2014-2015

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measured by school report card delivery targets.

Strategy1:

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 - Improve Reading Fluency	Activity Type	Tier	Phase	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, STAR, 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			08/13/2014	06/12/2015	\$0 - No Funding Required	Teachers, instructional assistants, administrators and Central Office support personnel

Activity - Reading Stamina/Comprehension	Activity Type	Tier	Phase	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: Accelerated Reader, Reading Counts, Story Works, Reading A-Z and/or Aimsweb.	Academic Support Program			08/13/2014	06/12/2015	\$0 - No Funding Required	Teachers, instructional assistants, administrators and district support personnel

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Activity - Technology Resources	Activity Type	Tier	Phase	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 and additional technology such as iPads will be utilized.	Technology			08/13/2014	06/12/2015	\$3000 - Title I Schoolwide	Administrative Team, Title I staff, Regular and special education staff

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	Tier	Phase	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 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			08/13/2014	06/12/2015	\$1000 - Title I Schoolwide	Title 1 Teacher, Instructional Assistant, Math Committee, Administration and instructional staff members

Activity - Math Technology Support	Activity Type	Tier	Phase	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			08/13/2014	06/12/2015	\$0 - Title I Schoolwide	Title 1 teacher and other instructional staff members.

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Team Planning Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given two half day planning days to review student data, timelines, assessments and to plan instruction with their grade level team.	Professional Learning			01/05/2015	05/29/2015	\$6000 - Title I Schoolwide	Teachers, Administration

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Activity - Instructional Strategies	Activity Type	Tier	Phase	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.	Professional Learning			08/13/2014	06/12/2015	\$0 - No Funding Required	Teachers, Administration, Central Office Support Personnel

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 71% in 2014 to 72% by 08/31/2015 as measured by Brigance screening results..

Strategy1:

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

Category: Early Learning

Research Cited:

Activity - Bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bornlearning Academy will be offered to families from the ages of birth to four years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement			08/13/2014	05/29/2015	\$7000 - Grant Funds	Family Resource Coordinator, select teachers, administrators

Activity - Kindergarten Readiness Information on School Website	Activity Type	Tier	Phase	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			01/05/2015	05/01/2015	\$0 - No Funding Required	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel

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Activity - Kindergarten Jump Start	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All enrolled kindergarten students will be invited to participate in a Jump Start program in the summer. Students will be given the opportunity to participate in a shortened mock school day that will include reading, math and other school activities. Students will meet Ryland staff and become acclimated to the school.	Academic Support Program			07/01/2015	08/14/2015	\$5000 - Title I Schoolwide	Administrators, Teachers, Instructional Assistants, Family Resource Center Coordinator, Title 1 Staff, District Bus Driver

Activity - Kindergarten Parent Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May 2015, future kindergarten parents will be invited to attend a "Parent Academy". This academy will be facilitated by kindergarten teachers and administrators. Parents will receive a checklist of skills their child should try and master by August. Parents will also learn about effective resources and strategies to use with their child.	Parent Involvement			05/01/2015	05/22/2015	\$400 - Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator, Title 1 Staff

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills that students should 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			02/02/2015	09/04/2015	\$400 - Title I Schoolwide	Family Resource Center Coordinator, Title I staff, Teachers, Instructional Assistants, Administrators

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 71% in 2014 to 72% by 08/31/2015 as measured by Brigance screening results..

Strategy1:

Kindergarten Readiness Opportunities - Kindergarten parents and their families will be given opportunities to participate in that will allow

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them to be better prepared for kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Information on School Website	Activity Type	Tier	Phase	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			01/05/2015	05/01/2015	\$0 - No Funding Required	Kindergarten and preschool teachers, Administrators, Central Office Support Personnel

Activity - Bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bornlearning Academy will be offered to families from the ages of birth to four years old. The training will be provided monthly on topics such as early learning, healthcare, building relationships and nutrition.	Parent Involvement			08/13/2014	05/29/2015	\$7000 - Grant Funds	Family Resource Coordinator, select teachers, administrators

Activity - Kindergarten Jump Start	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All enrolled kindergarten students will be invited to participate in a Jump Start program in the summer. Students will be given the opportunity to participate in a shortened mock school day that will include reading, math and other school activities. Students will meet Ryland staff and become acclimated to the school.	Academic Support Program			07/01/2015	08/14/2015	\$5000 - Title I Schoolwide	Administrators, Teachers, Instructional Assistants, Family Resource Center Coordinator, Title 1 Staff, District Bus Driver

Activity - Kindergarten Parent Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May 2015, future kindergarten parents will be invited to attend a "Parent Academy". This academy will be facilitated by kindergarten teachers and administrators. Parents will receive a checklist of skills their child should try and master by August. Parents will also learn about effective resources and strategies to use with their child.	Parent Involvement			05/01/2015	05/22/2015	\$400 - Title I Schoolwide	Administrators, Kindergarten Teachers, Family Resource Coordinator, Title 1 Staff

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Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills that students should 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			02/02/2015	09/04/2015	\$400 - Title I Schoolwide	Family Resource Center Coordinator, Title I staff, Teachers, Instructional Assistants, 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 67.4% in 2014 to 70% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Tier 1 Instruction using Kagan Strategies - Teachers will receive professional learning on Kagan strategies. This learning will result in all students being actively engaged during reading instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning - Kagan Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional learning in after school sessions on Kagan strategies. Central office support personnel who have been trained in these strategies will conduct these sessions.	Professional Learning			01/05/2015	05/29/2015	\$0 - No Funding Required	Teachers, administrators, instructional assistants, Central Office support personnel

Strategy2:

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 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:

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Activity - Response to Instruction	Activity Type	Tier	Phase	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, Scholastic System 44, Scholastic Read 180, One to One reading and/or Book Worm After School Reading Mentoring	Academic Support Program			09/08/2014	06/12/2015	\$0 - No Funding Required	Teachers, instructional assistants, Family Resource Center Coordinator, 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 64.2% in 2014 to 67.5% by 10/01/2015 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	Tier	Phase	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.	Academic Support Program			09/08/2014	06/12/2015	\$0 - No Funding Required	Teachers, interventionists, Special Education staff, Instructional Assistants, Administrators

Strategy2:

Enhanced Tier 1 Math Instruction - All students will utilize the resources of a common mathematics core curriculum that is aligned with Common Core Standards and taught rigorously to all students.

Category: Integrated Methods for Learning

Research Cited:

Activity - Tier 1 Instruction with Go Math!	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive Tier 1 instruction through Go Math! resources and manipulatives.	Academic Support Program			08/13/2014	06/12/2015	\$0 - No Funding Required	Teachers, instructional assistants, administrators, math interventionist and district support personnel.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Achievement Gap - Special Education Students

Measurable Objective 1:

collaborate to improve achievement and proficiency of students with disabilities in the area of MATH at Ryland Heights Elementary from 14.3% in 2014 to 44.8% by 10/01/2015 as measured by K-Prep Delivery Targets.

Strategy1:

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.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Interventions and Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Academic Support Program			08/27/2014	06/12/2015	\$0 - No Funding Required	Special Education Teachers, Administrators, District Support Staff

Strategy2:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Math Instructional Resources and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive professional learning on Number Talks. Professional Learning Community (PLC) meetings throughout the year will focus on Number Talks in order for teachers to increase their knowledge. The expectation will be for students to engage in Number Talks regularly during math instruction.	Academic Support Program			08/13/2014	06/12/2015	\$0 - No Funding Required	Title I Math Interventionist, Teaching Staff, Instructional Assistants, Administration, Central Office Support Staff

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Activity - Co-taught Math Class - Do the Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The fourth and fifth grade each have a math class that 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 ensure fidelity of the Do the Math program and common core standards.	Academic Support Program			08/13/2014	06/12/2015	\$0 - No Funding Required	Teachers, administrators and district support personnel

Measurable Objective 2:

collaborate to increase achievement and proficiency for Special Needs students in the area of READING at Ryland Heights Elementary from 28.6% in 2014 to 46.9% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

After School Reading Intervention - Special education students who have been identified as needing extra interventions in the area of reading will be given the opportunity to attend an after school intervention. Transportation will be provided by the YMCA 21st Century program.

Category: Integrated Methods for Learning

Research Cited:

Activity - After School Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small groups with the focus on building stamina, fluency and comprehension. Students will read passages on their Lexile level. The Readworks program will be a resource for appropriate text passages. Direct instruction will be used to enhance comprehension strategies.	Direct Instruction			02/02/2015	04/30/2015	\$2000 - Title I Schoolwide	Teachers and administrators

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 - Differentiation	Activity Type	Tier	Phase	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			08/13/2014	06/05/2015	\$0 - No Funding Required	Teachers, instructional assistants, administrators, Title 1 support staff and interventionists

Activity - Increase reading stamina and comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be given challenging text which gets increasingly longer and more rigorous throughout the year. Text dependent questions will be asked of the students.	Academic Support Program			08/13/2014	06/05/2015	\$0 - No Funding Required	Title I Staff support, Teachers, Administrators, District Support Personnel

Strategy3:

Read 180 - Targeted students will receive 90 minutes of instruction, 5 days a week, using the Scholastic Read 180 program.

Category: Integrated Methods for Learning

Research Cited:

Activity - Progress Monitoring	Activity Type	Tier	Phase	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			08/13/2014	06/12/2015	\$3000 - District Funding	Read 180 teachers and RTI Admin Team

Activity - Co-taught Read 180 classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The fourth and fifth grade Read 180 classrooms are co-taught by a regular education and special education teacher to allow for additional small group instruction to better meet the needs of students and to ensure the fidelity of the program and the standards.	Academic Support Program			08/13/2014	06/12/2015	\$0 - No Funding Required	Teachers, Administrators, District Support Personnel

Activity - Data analysis meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Read 180 teachers 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			11/05/2014	06/12/2015	\$0 - No Funding Required	Read 180 teachers and administrators

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Strategy4:

Special Education Weekly Meetings - All special education teachers and administrators will participate in weekly Professional Learning Community meetings.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will analyze a variety of data sources such as KPREP, MAP progress monitoring etc. 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.	Academic Support Program			09/10/2014	06/12/2015	\$0 - No Funding Required	Teachers, administrators

Strategy5:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Progress Monitoring	Activity Type	Tier	Phase	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			08/13/2014	06/12/2015	\$3000 - District Funding	Teachers, administrators

Activity - Data analysis meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and System 44 teachers 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			11/05/2014	06/12/2015	\$0 - No Funding Required	System 44 teachers and RTI Admin Team

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

Goal 1:

Program Reviews

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Measurable Objective 1:

collaborate to increase our school's arts and humanities scores from 8.3 in 2014 to 8.4 in 2015, our practical living and career studies scores in 2014 from 7.5 to 8.0 in 2015 and our Writing program review average overall score in 2014 from 8.2 to 8.3 in 2015 by 06/30/2015 as measured by the Program Review State Report.

Strategy1:

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	Tier	Phase	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			08/13/2014	06/30/2015	\$0 - No Funding Required	Program Review Committee, Instructional Staff, Administrators

Activity - Evidence Checklists	Activity Type	Tier	Phase	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 using a checklist. Checklists will be submitted by grade level.	Other			09/08/2014	06/30/2015	\$0 - No Funding Required	Program Review Committee, administrators and all teachers

Strategy2:

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:

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Activity - Fourth Grade Boys Focus Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade boys will meet bi-weekly with a representative from Skool-aid. This representative will focus lessons on respect, putting forth best effort, maintaining appropriate behavior and motivation. Students will also have the opportunity to learn about and practice teamwork skills.	Behavioral Support Program			12/02/2014	05/29/2015	\$1500 - Grant Funds	Skool-aid representative, YMCA support personnel, classroom teachers

Activity - After School Practical Living and Career Studies Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered a variety of opportunities in both before and after school programs. The YMCA 21st Century after school program will offer Taekwondo and movement. Additionally, 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.	Extra Curricular			09/02/2014	06/30/2015	\$3000 - District Funding	YMCA staff members, Staff member that sponsors the Running Club and Energy Wise groups.

Activity - After School Arts & Humanities Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the YMCA 21st Century after school program, students can participate in dance, arts, crafts and knitting. Additionally, 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.	Extra Curricular			09/02/2014	06/30/2015	\$5000 - Grant Funds	YMCA After School Program Staff members (which includes several Ryland staff members)

Activity - After School Writing Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The YMCA 21st Century after school program will offer a creative writing class. The curriculum will support writing that is taking place in the classroom. Classroom teachers will collaborate with YMCA staff member(s) to plan the after school activities.	Extra Curricular			01/06/2015	06/30/2015	\$1000 - Grant Funds	Classroom teachers - YMCA staff member(s)

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Activity - After School Opportunities for Kindergarten - Third grade students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to participate in periodic school-wide Literacy Nights. Additionally, the YMCA 21st Century after school program will provide classes in problem solving and technology with a focus on academics.	Extra Curricular			09/02/2014	06/30/2015	\$2000 - Grant Funds	YMCA staff, RTA teacher, administration, various staff members

Strategy3:

Special Area Collaboration - Special area teachers and administration will meet bi-weekly to discuss and share instructional strategies and program review implementation.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Professional Learning Community (PLC) meetings, the special area team will update the program review policy, review evidence collected, and determine additional resources needed. This information will then be provided to the Program Review Committee.	Academic Support Program			09/02/2014	06/30/2015	\$0 - No Funding Required	Special area teachers and administrators

Activity - Special Area Curriculum Timelines	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special area teachers will collaborate to create a timeline of Arts & Humanities and Practical Living and Career Studies instruction. Units of study will be given an approximate time frame on the timeline.	Academic Support Program			12/08/2014	06/30/2015	\$0 - No Funding Required	Special Area Teachers, Administrators

Strategy4:

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:

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Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	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 are 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			09/02/2014	06/30/2015	\$0 - No Funding Required	Special Area Teachers, Gifted and Talented Lead Teachers, Writing Cluster Leaders, Administrators, Classroom teachers, Central Office Support

Activity - Professional Learning Communities (PLC)	Activity Type	Tier	Phase	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			09/02/2014	06/30/2015	\$0 - No Funding Required	Teachers, Central Office Support Staff, Administrators

School Safety Diagnostic

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	Our SBDM council adopted the policy on October 1, 2013.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	The policy was adopted by the SBDM council on October 1, 2013.	

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 25, 2014. The first responders gave us feedback. SBDM council reviewed the updated policy on December 9, 2014.	

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 11, 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Fire officials gave school administrators feedback after reviewing the EMP.	

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

KDE Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2014	

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

Label	Assurance	Response	Comment	Attachment
12.	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
13.	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		

Label	Assurance	Response	Comment	Attachment
14.	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		