

Phase III: Executive Summary for Schools_11222017_12:22

Phase III: Executive Summary for Schools

Ryland Heights Elementary School

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United States of America

Last Modified: 11/22/2017

Status: Open

TABLE OF CONTENTS

Executive Summary	3
ATTACHMENT SUMMARY.....	5

Phase III: Executive Summary for Schools

Executive Summary

Description of the School

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

Ryland Heights Elementary is one of the most southern elementary schools in the Kenton County School District and one of eleven elementary schools. The Kenton County School District has a population of over 14,500 students. Ryland Heights Elementary serves a diverse population of students from unincorporated areas of a rural community and extends to the cities of Covington, Taylor Mill, Fairview, Independence, Visalia and Morning View. Our student population includes the following: 20% students with disabilities, 1.3% English Language Learners, 26.3% students identified Gifted and Talented, 6.6% minority students and 43% of our students receive Free/Reduced lunch. Ryland Heights Elementary was built in 1960 and was renovated in 1994 to add a gym and a media center. It was again renovated in 2005 to add four technology smart classrooms. Growth in the southern part of Kenton County has added several subdivisions to our area which in the last ten years has doubled our student population. Currently, we have approximately 558 students. Our campus is located on fourteen acres that includes a Nature Center and a large stocked lake that is used by schools and the community. We are also proud of the cutting edge technology available to our students and staff members who use it daily to enhance instruction and engage students in 21st Century learning opportunities. We are pleased to facilitate a partnership with the YMCA to offer a kindergarten wrap around program and after school programming. Ryland's mascot is a tiger named Rylie and our motto is: Ryland Tigers R.O.A.R.: We Respect Ourselves and Others, Own it...be responsible, Act Safely and Remember to Lead. We facilitate a school wide PBIS discipline program and strive daily to help students reach their fullest potential academically, socially and behaviorally.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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. We hold students to high expectations both in and outside of the classroom. Assessment data is consistently analyzed to drive instructional decisions in order to meet each child's needs. We teach character education and involve all students in our "Wonderful Wednesdays" and ROAR assembly. All students in first through fifth grades are involved in a passion club. The club meets once a month. In addition, we offer many extracurricular activities after school with a partnership with the YMCA for our 21st Century Community Learning Centers.

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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.

On the 2016-2017 K-PREP tests, Ryland Heights Elementary exceeded both the district and state percentiles in Social Studies, and Writing. We exceeded the state percentiles in the areas of Math and Reading. 74.5% of our fifth grade students scored Proficient/Distinguished in the areas of Reading and Writing. On-demand writing has increased each year with a 2017 KPREP score of 88.2. Ryland has eight Nationally Board Certified teachers. Moreover, Ryland Heights Elementary is extremely proud of the hard work and effort of all teachers, our National Board candidates and teachers contribute to maintaining rigorous and cutting edge instructional strategies. On the 2017 KPREP tests, 76.9% of 5th grade students scored at or above the 40th in the student growth percentile in the area of Math. Our work in reading and math will continue as we strive to have more students show growth in these areas. Using the Measures of Academic Progress (MAP) data we collect three times a year as well as RTI data and formative and summative assessment data we collect daily and weekly, we will continue to provide specific reading and math interventions for every student whose reading or math scores fall at or below the 40th percentile. We know that it is imperative that we improve our students' math and reading skills, especially for our Gap students. Only 29.5% of 3rd - 5th grade Gap students scored Proficient or Distinguished in Math. Only 43.8% of 3rd - 5th grade Gap students performed at proficiency in the area of Reading. 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.

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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.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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