



Comprehensive School Improvement Plan

Ryland Heights Elementary School
Kenton County School District

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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 2014. 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 630 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 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.

Over the last three years, Ryland Heights Elementary has moved up 91 spots in overall state rankings in state assessment performance. On the 2011/12 K-PREP tests, Ryland Heights Elementary tied for first in the state elementary school rankings in the area of science. During the first round of K-PREP testing in the spring of 2012, Ryland Heights Elementary was .3 away from being identified as a PROFICIENT school. In the last three years, Ryland Heights Elementary School has been proud of our improving yearly attendance which was 95.78 in 2009, 96.17 in 2010, 96.5 in 2011.

On the 2012 K-PREP tests, only 69.6% of our assessed students made typical or better growth in math and reading. Our most pressing goal will be to improve the number of students who are achieving at a proficient level in both reading and math. 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 35th 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. We have created a plan to implement a more balanced approach to literacy so that reading, language arts and writing will be taught rigorously and with consistency.

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.

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 274 students tested in reading:

23.4% Novice 27.7% Apprentice 31.4% Proficient 17.5% Distinguished

Of the 274 students tested in math:

17.9% Novice 36.5% Apprentice 31.8% Proficient 13.9% Distinguished

Of the 95 students tested in science:

3.2% Novice 15.8% Apprentice 47.4% Proficient 33.7% Distinguished

Of the 91 students tested in social studies:

6% Novice 24.2% Apprentice 58.2% Proficient 11% Distinguished

Of the 91 students tested in writing:

12.1% Novice 69.2% Apprentice 18.7% Proficient 0% Distinguished

Of the 95 students tested in language mechanics:

21.1% Novice 25.3% Apprentice 32.6% Proficient 21.1% Distinguished

2. What were our largest GAP areas?

Among all students tested, reading had the largest gap percentage at 38.7%. Special Education Students and Free and Reduced Lunch Students were those who fell in our gap group.

3. What percentage of students made growth in the areas of reading and math from our previous testing year?

69.6% of students tested made typical growth in the areas of reading and math.

4. 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 # or grades of students who were new to the school during the instructional 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.

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Ryland Heights Elementary School

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?

Over the last three years, Ryland Heights Elementary has moved up 91 spots in overall state rankings in state assessment performance. On the 2011/12 K-PREP tests, Ryland Heights Elementary tied for first in the state elementary school rankings in the area of science. During the first round of the K-PREP testing in the spring of 2012, Ryland was .3 away from being considered a PROFICIENT school. In the last three years, Ryland has been proud of our improving yearly attendance which moved from 95.78% in 2009 to 96.17% in 2010 to 96.5% in 2011. We believe that our state assessment scores improved because of our emphasis on regular review of data including our review of MAP data, RTI data and formative and summative assessment data. We will continue to implement rigorous instructional practices that will improve Tier I instruction and enable us to differentiate instruction more successfully at the Tier II and Tier III levels.

We believe that the collaborative efforts of a high performing team to learn and implement the science standards have been significant in the fourth grade teachers' abilities to provide rigorous, hands-on science instruction. In the months ahead, we will utilize district training to better implement the new science common core standards recently released to schools.

Our staff of highly skilled educators will continue to enhance their own understanding of state common core standards so they are best able to differentiate instruction and deliver rigorous and engaging instruction every day.

At Ryland Heights Elementary, we make a concerted effort to celebrate student success on individual assessment scores throughout the year. We want students to set new goals as they accomplish past goals. Our staff celebrates growth areas of state assessment results for a very limited amount of time. We know that there is much work to be done to improve areas of weakness and to sustain strength areas.

Opportunities for Improvement

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

We need to increase the number of students who are performing in the proficient and distinguished levels for reading and math.

We need to improve Tier I instruction in reading and math by differentiating instruction daily to increase academic rigor for all students.

By increasing the rigor of Tier I instruction, we feel confident that we will be more successful reducing the gap for our special education students and our free and reduced lunch students. As a result of improved Tier I instruction, our Tier II and Tier III instruction will be more focused and more easily differentiated. Collaboration and improved communication among our teaching staff will improve Tier II and Tier III instruction.

It is our goal to improve writing instruction school wide in grades K - 5 by implementing common instructional strategies and techniques that will add consistency to our writing instruction.

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" and 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.

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.

Due to the fact that this is the first year that individual school improvement plans are required to be put into the state ASSIST online program, engaging a variety of stakeholders has been limited. Administration at Ryland Heights Elementary is learning the system as we go which has made it difficult to collect input from a wide variety of stakeholders and to teach others how to analyze and input the most significant data. When K-Prep data was released to schools and the embargo was lifted, all teachers at Ryland Heights Elementary as well as SBDM council parents were invited to participate in a K-PREP analysis professional development with the sole purpose of identifying gaps in achievement and prioritizing goals for improvement for the upcoming year. As our staff "grows" their understanding of the common core standards, the new state assessment and the analysis of data available to us, engaging all stakeholders will be a top priority.

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

District and school administration reviewed individual school data and participated in job embedded training that was targeted at enabling teachers and parents to review and analyze the data in order to make informed decisions about ways to reduce gap areas, to improve achievement and to prioritize goals for improvement.

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. 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.

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

Increase the achievement for all students at Ryland Heights Elementary School so that the achievement gap increases from 34.2% Proficient/Distinguished in 2012 to 67.1% in 2017 as measured by Ryland Heights Elementary School's K-Prep Achievement data. By 2013, Ryland Heights Elementary School will increase achievement in gap areas from 34.2% Proficient/Distinguished to 40.8% in 2013.

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

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	Measurable Objective	Total Funding
1	Achievement Gaps - Free and Reduced Lunch Students	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to increase achievement for students at Ryland Heights Elementary who participate in the Free and Reduced Lunch Program so that the % of proficient and distinguished in reading and math increases from 33.4% in 2012 to 38.6% by 10/01/2013 as measured by school report card delivery targets.	\$0
2	Achievement Gaps - Special Education	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 22.7% in math and reading in 2012 to 30.4% by 10/01/2013 as measured by school report card delivery targets.	\$0

Goal 1: Achievement Gaps - Free and Reduced Lunch Students

Measurable Objective 1:

Collaborate to increase achievement for students at Ryland Heights Elementary who participate in the Free and Reduced Lunch Program so that the % of proficient and distinguished in reading and math increases from 33.4% in 2012 to 38.6% by 10/01/2013 as measured by school report card delivery targets.

Strategy 1:

Improved Tier I Instruction - Teachers will rigorously teach the Reading Common Core Standards at the Tier I level so all students are exposed to instruction that requires higher level thinking skills and the development of increased reading stamina for longer and more difficult reading passages. Students will be taught how to grapple with difficult reading passages in a way that will enable them to answer text dependent questions correctly. In addition, students will utilize a common instructional math program at all grade levels to ensure that students have necessary prerequisite skills when working with rigorous common core math standards.

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be cluster grouped by ability in reading and math so they can learn with and from one another while participating in rigorous math and reading instruction.	Academic Support Program	08/15/2012	05/29/2013	\$0	No Funding Required	Teachers, Instructional Assistants, Administrators, District Support Personnel

Activity - RTI MATH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score in the 35% or lower on Math Measures of Academic Progress assessments will participate in a math intervention	Academic Support Program	09/24/2012	05/03/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators, math interventionists, Scholastic support personnel and district support personnel

Activity - RTI Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who score at the 35% or lower in Reading on Measures of Academic Progress assessments will participate in a reading intervention program: Reading Intervention; RTA- Soar to Success; Read Naturally; Great Leaps Reading; Reading A - Z; Compass Learning Odyssey ; Scholastic System 44; Scholastic Read 180	Academic Support Program	09/03/2012	05/03/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators, interventionists, district and Scholastic support personnel
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Goal 2: Achievement Gaps - Special Education

Measurable Objective 1:

Collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 22.7% in math and reading in 2012 to 30.4% by 10/01/2013 as measured by school report card delivery targets.

Strategy 1:

Improved Tier I Instruction - Teachers will rigorously teach the Reading Common Core Standards at the Tier I level so all students are exposed to instruction that requires higher level thinking skills and the development of increased reading stamina for longer and more difficult reading passages. Students will be taught how to grapple with difficult reading passages in a way that will enable them to answer text dependent questions correctly. In addition, students will utilize a common instructional math program at all grade levels to ensure that students have necessary prerequisite skills when working with rigorous common core math standards.

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be cluster grouped by ability in reading and math so they can learn with and from one another while participating in rigorous math and reading instruction.	Academic Support Program	08/15/2012	05/29/2013	\$0	No Funding Required	Teachers, Instructional Assistants, Administrators, Interventionists, Scholastic and district support personnel
Activity - RTI Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Ryland Heights Elementary School

Students whose reading Measures of Academic Progress test results fall in the 35% or lower will participate in a reading intervention: Orton Gillingham small group; Scholastic System 44; Scholastic Read 180, Great Leaps Reading; Read Naturally, RTA - Soar to Success; Reading Intervention; Compass Learning Odyssey; Reading A - Z	Academic Support Program	09/24/2012	05/29/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators, interventionists, Scholastic and district support personnel.
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Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students whose math Measures of Academic Progress test scores fall in the 35% or lower will be targeted to participate in a math intervention: small group math; Great Leaps Math; Touch math; Do the Math	Academic Support Program	08/15/2012	05/29/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators, interventionists, Scholastic and district support personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiation	Students will be cluster grouped by ability in reading and math so they can learn with and from one another while participating in rigorous math and reading instruction.	Academic Support Program	08/15/2012	05/29/2013	\$0	Teachers, Instructional Assistants, Administrators, Interventionists, Scholastic and district support personnel
Differentiation	Students will be cluster grouped by ability in reading and math so they can learn with and from one another while participating in rigorous math and reading instruction.	Academic Support Program	08/15/2012	05/29/2013	\$0	Teachers, Instructional Assistants, Administrators, District Support Personnel
RTI Reading	Students whose reading Measures of Academic Progress test results fall in the 35% or lower will participate in a reading intervention: Orton Gillingham small group; Scholastic System 44; Scholastic Read 180, Great Leaps Reading; Read Naturally, RTA - Soar to Success; Reading Intervention; Compass Learning Odyssey; Reading A - Z	Academic Support Program	09/24/2012	05/29/2013	\$0	Teachers, instructional assistants, administrators, interventionists, Scholastic and district support personnel.
RTI Math	Students whose math Measures of Academic Progress test scores fall in the 35% or lower will be targeted to participate in a math intervention: small group math; Great Leaps Math; Touch math; Do the Math	Academic Support Program	08/15/2012	05/29/2013	\$0	Teachers, instructional assistants, administrators, interventionists, Scholastic and district support personnel

Comprehensive School Improvement Plan

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RTI MATH	Students who score in the 35% or lower on Math Measures of Academic Progress assessments will participate in a math intervention	Academic Support Program	09/24/2012	05/03/2013	\$0	Teachers, instructional assistants, administrators, math interventionists, Scholastic support personnel and district support personnel
RTI Reading	Students who score at the 35% or lower in Reading on Measures of Academic Progress assessments will participate in a reading intervention program: Reading Intervention; RTA- Soar to Success; Read Naturally; Great Leaps Reading; Reading A - Z; Compass Learning Odyssey; Scholastic System 44; Scholastic Read 180	Academic Support Program	09/03/2012	05/03/2013	\$0	Teachers, instructional assistants, administrators, interventionists, district and Scholastic support personnel
Total					\$0	

Response for Required Action: Kindergarten Readiness

Overview

Plan Name

Response for Required Action: Kindergarten Readiness

Plan Rationale

According to the 2012-13 Brigance Results of Ryland Heights Elementary School entering kindergarten students, only 44% of our students were ready for kindergarten. Our goal is to provide opportunities to help prepare preschoolers for kindergarten so that a minimum of 50% of entering kindergartners are prepared to begin kindergarten.

Addresses Required Action

Statement

Kindergarten Readiness

Description

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

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	Measurable Objective	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 44% in 2012 to 50% by 08/30/2013 as measured by Brigance screening results .	\$1400

Goal 1: Kindergarten Readiness

Measurable Objective 1:

Collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 44% in 2012 to 50% by 08/30/2013 as measured by Brigance screening results .

Strategy 1:

Kindergarten Jump Start - All enrolled kindergarteners 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 activities.

Activity - Classroom Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be introduced to kindergarten school day procedures so they are more familiar with the process when the actual school days begin.	Behavioral Support Program	08/01/2013	08/13/2013	\$900	Other	Teachers, Instructional Assistants, Administrators, Family Resource Center Coordinator, District bus driver

Activity - Fun Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschoolers do not attend school on Fridays, so the preschoolers and their parents will be invited to participate in activities called FUN FRIDAYS that will promote kindergarten readiness.	Academic Support Program	10/19/2012	04/19/2013	\$500	Other	Preschool teacher, Family Resource Center Coordinator, Kenton County Extension Center support personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fun Fridays	Preschoolers do not attend school on Fridays, so the preschoolers and their parents will be invited to participate in activities called FUN FRIDAYS that will promote kindergarten readiness.	Academic Support Program	10/19/2012	04/19/2013	\$500	Preschool teacher, Family Resource Center Coordinator, Kenton County Extension Center support personnel
Classroom Procedures	Students will be introduced to kindergarten school day procedures so they are more familiar with the process when the actual school days begin.	Behavioral Support Program	08/01/2013	08/13/2013	\$900	Teachers, Instructional Assistants, Administrators, Family Resource Center Coordinator, District bus driver
Total					\$1400	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

According to the 2011 Tell Survey, only 57.6% of Ryland Elementary staff members agreed that they had adequate space to work productively. Given the fact that state funding is not available to add needed class space to our building, we must maximize the space that is available to us in each classroom. Ryland Heights Elementary School is 51 years old, so classrooms are smaller than some of our other buildings. Currently, our teachers have the availability of a smart board, a document camera and computers to enhance instruction through technology. Unfortunately, projectors and document cameras are on carts and many wires extend across floor space and serve as tripping hazards. We also have large, bulky televisions bracketed to the wall that could be eliminated by feeding our video wiring through the smart boards. By mounting projectors in the ceiling, we would be able to remove the televisions and brackets and eliminate wires from ceilings and across the floors.

Addresses Required Action

Statement

TELL Survey

Description

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

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	Measurable Objective	Total Funding
1	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to provide teachers wth enough classroom space in which to work productively from 57.6% on 2011 to 85% by 05/29/2013 as measured by 2013 Tell Survey.	\$16000

Goal 1: Tell Survey

Measurable Objective 1:

Collaborate to provide teachers with enough classroom space in which to work productively from 57.6% on 2011 to 85% by 05/29/2013 as measured by 2013 Tell Survey.

Strategy 1:

Space - We will try to create more classroom space for our teachers.

Activity - Mounting Projectors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By mounting projectors and running closed circuit wiring through tuners to the Smart Boards, we will be able to remove televisions and projector carts from the classrooms. This will remove obstructions in the classrooms and enlarge instructional space. This will also provide opportunities for students to physically move throughout the classroom safely.	Other	01/28/2013	02/28/2013	\$16000	General Fund	Kenton County Director of Technology, Administrator, Outsourced Installation Companies

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mounting Projectors	By mounting projectors and running closed circuit wiring through tuners to the Smart Boards, we will be able to remove televisions and projector carts from the classrooms. This will remove obstructions in the classrooms and enlarge instructional space. This will also provide opportunities for students to physically move throughout the classroom safely.	Other	01/28/2013	02/28/2013	\$16000	Kenton County Director of Technology, Administrator s, Outsourced Installation Companies
Total					\$16000	

Response for Required Action: K-Prep 3rd Grade Proficiency

Overview

Plan Name

Response for Required Action: K-Prep 3rd Grade Proficiency

Plan Rationale

According to the results of the 2012 K-Prep tests, only 48% of third grade students achieved proficiency in reading, and only 42% of third grade students achieved proficiency in mathematics. Teachers, administrators, classified assistants and district support team members will collaborate to enhance reading and math opportunities for third grade students so that they can increase proficiency to 50% on the 2013 K-Prep test.

Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

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

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	Measurable Objective	Total Funding
1	K-PREP 3rd Grade Proficiency in Reading	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 48.8% in 2012 to 53.92% by 10/01/2013 as measured by school report card Next Generation Learners Achievement for 3rd grade.	\$0
2	K-PREP 3rd Grade Proficiency in Mathematics	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the percentage of proficient and distinguished 3rd grade students in mathematics from 42.9% in 2012 to 48.61% by 10/01/2013 as measured by school report card Next Generation Learners Achievement for 3rd grade.	\$0

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 48.8% in 2012 to 53.92% by 10/01/2013 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 35% or lower will participate additionally in either a Tier II or Tier III reading intervention that will be facilitated a minimum of three times a week and progress monitored weekly.

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 (third grade, only), One to One reading and/or Whiz Kids Reading	Academic Support Program	09/04/2012	05/29/2013	\$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 42.9% in 2012 to 48.61% by 10/01/2013 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

Enhance Tier I Math Instruction - All students will utilize a common mathematics core curriculum that is aligned with Common Core Standards and taught rigorously to all students.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students whose Measures of Academic Progress results fall in the 35% or lower will participate in a Tier II or Tier III intervention program.	Academic Support Program	10/08/2012	05/29/2013	\$0	No Funding Required	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel
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Activity - Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scholastic Do the Math is a math intervention program designed to begin at the addition and subtraction level to assure that all students have a basic foundation of mathematical skills	Academic Support Program	09/17/2012	05/29/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators, interventionists and district and Scholastic support personnel.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Do the Math	Scholastic Do the Math is a math intervention program designed to begin at the addition and subtraction level to assure that all students have a basic foundation of mathematical skills	Academic Support Program	09/17/2012	05/29/2013	\$0	Teachers, instructional assistants, administrators, interventionists and district and Scholastic support personnel.
RTI	All students whose Measures of Academic Progress results fall in the 35% or lower will participate in a Tier II or Tier III intervention program.	Academic Support Program	10/08/2012	05/29/2013	\$0	Teachers, Instructional Assistants, Administrators, Interventionists and district 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 (third grade, only), One to One reading and/or Whiz Kids Reading	Academic Support Program	09/04/2012	05/29/2013	\$0	Teachers, instructional assistants, Family Resource Center Coordinator, administrators and district support personnel
Total					\$0	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

According to the 2012 K-Prep test results, only 49.8% of our next generation learners achieved proficiency in reading. Only 46.4% of our next generation learners achieved proficiency in math, and only 19.1% of our next generation learners achieved proficiency in writing.

If our students are to be prepared to achieve at high levels in the years ahead, it is imperative that we provide opportunities for our students to achieve at high levels.

On the 2013 K-Prep exam, our goals are as follows for our next generation learners in the areas of reading, math and writing:

Reading from 49.8% to 55%

Math from 46.4% to 50%

Writing from 19.1% to 25%

Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

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	Measurable Objective	Total Funding
1	K-PREP Combined Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the average of reading K-PREP proficiency scores from 49.8% in 2012 to 55% by 10/01/2013 as measured by school report card delivery targets.	\$0
2	K-PREP Combined Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the average math K-PREP proficiency scores from 46.4% on the 2012 K-PREP to 50% on the 2013 K-PREP by 10/01/2013 as measured by school report delivery targets.	\$0
3	K-PREP Combined Proficiency	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average writing K-PREP proficiency scores from 19% on the 2012 K-PREP to 28% on the 2013 K-PREP by 10/01/2013 as measured by school report delivery targets.	\$0

Goal 1: K-PREP Combined Proficiency

Measurable Objective 1:

Collaborate to increase the average of reading K-PREP proficiency scores from 49.8% in 2012 to 55% by 10/01/2013 as measured by school report card delivery targets.

Strategy 1:

Text Complexity - At all grade levels, students will be given the opportunity to regularly grapple with more difficult text. In addition, they will be asked to answer text dependent questions with accuracy.

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in reading cluster groups so each student is challenged to read at the highest level possible for that student.	Academic Support Program	09/04/2012	05/29/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators and district support personnel
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students whose reading scores fall in the 35% or below will participate in reading interventions available at school including: Orton Gillingham small group instruction; Read to Achieve - Soar to Success; Reading A - Z; Read Naturally; Great Leaps Reading; Scholastic System 44; Scholastic - Read 180	Academic Support Program	09/03/2012	05/29/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators and Kenton County School District personnel

Goal 2: K-PREP Combined Proficiency

Measurable Objective 1:

Collaborate to increase the average math K-PREP proficiency scores from 46.4% on the 2012 K-PREP to 50% on the 2013 K-PREP by 10/01/2013 as measured by school report delivery targets.

Strategy 1:

Differentiation - All students will participate in cluster groups to enable them to learn mathematics skills at the highest level possible through Tier I instruction.

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Activity - Go Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A core math program will be utilized at the Tier I level to assure common core standards are taught rigorously to enable students to understand and show evidence of mastery of math skills at the highest level possible.	Academic Support Program	08/15/2012	05/29/2013	\$0	No Funding Required	Teachers, Instructional Assistants, Administrators and district support personnel
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students whose Diagnostic Measures of Academic Progress test results fall in the 35% or lower will participate in a math intervention activity: Small group instruction; Xtramath.com, Scholastic Do the Math	Academic Support Program	09/03/2012	05/29/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators and district support personnel

Goal 3: K-PREP Combined Proficiency

Measurable Objective 1:

Collaborate to increase the average writing K-PREP proficiency scores from 19% on the 2012 K-PREP to 28% on the 2013 K-PREP by 10/01/2013 as measured by school report delivery targets.

Strategy 1:

4 Square Writing - All students will utilize a common four square writing method. All Ryland Elementary students will utilize the same writing attack plan including CAT (Context, Assertion and Thesis) so that proficiency will grow from one grade level to the next.

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in live scoring of on demand writing pieces. The frequency of live scoring will depend upon the grade level.	Academic Support Program	11/01/2012	05/03/2013	\$0	No Funding Required	Teachers, instructional assistants, administrators and district support personnel.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Go Math	A core math program will be utilized at the Tier I level to assure common core standards are taught rigorously to enable students to understand and show evidence of mastery of math skills at the highest level possible.	Academic Support Program	08/15/2012	05/29/2013	\$0	Teachers, Instructional Assistants, Administrators and district support personnel
Live Scoring	Students will participate in live scoring of on demand writing pieces. The frequency of live scoring will depend upon the grade level.	Academic Support Program	11/01/2012	05/03/2013	\$0	Teachers, instructional assistants, administrators and district support personnel.
Differentiation	Students will participate in reading cluster groups so each student is challenged to read at the highest level possible for that student.	Academic Support Program	09/04/2012	05/29/2013	\$0	Teachers, instructional assistants, administrators and district support personnel
RTI	Students whose Diagnostic Measures of Academic Progress test results fall in the 35% or lower will participate in a math intervention activity: Small group instruction; Xtramath.com, Scholastic Do the Math	Academic Support Program	09/03/2012	05/29/2013	\$0	Teachers, instructional assistants, administrators and district support personnel
RTI	All students whose reading scores fall in the 35% or below will participate in reading interventions available at school including: Orton Gillingham small group instruction; Read to Achieve - Soar to Success; Reading A - Z; Read Naturally; Great Leaps Reading; Scholastic System 44; Scholastic - Read 180	Academic Support Program	09/03/2012	05/29/2013	\$0	Teachers, instructional assistants, administrators and Kenton County School District personnel
Total					\$0	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

During the 2011/12 school year, Ryland Heights Elementary School staff members, closely guided by our program review team members, were diligent about collecting evidence to support our completion of the rubrics for the writing program review, the arts and humanities program review and the practical living and career studies program review. During the 2012/13 school year, we continue to maintain diligence with the collection of evidence for our program review rubrics current. In addition, we are enhancing what we have identified as need areas by improving instruction school wide in all programs supported by program reviews. During the 2012/13 school year, we are joining schools across the state of Kentucky by piloting the program review for our Primary Program.

Addresses Required Action

Statement

Program Reviews

Description

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

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	Measurable Objective	Total Funding
1	Program Reviews	Objectives: 1 Strategies: 2 Activities: 2	Organizational	Collaborate to increase our school's arts and humanities average overall score from 2.24 in 2012 to 2.4 average overall score and our practical living overall scores from 2.18 in 2012 to 2.3 in 2013 by 06/28/2013 as measured by the Program Review State Report.	\$50000

Goal 1: Program Reviews

Measurable Objective 1:

Collaborate to increase our school's arts and humanities average overall score from 2.24 in 2012 to 2.4 average overall score and our practical living overall scores from 2.18 in 2012 to 2.3 in 2013 by 06/28/2013 as measured by the Program Review State Report.

Strategy 1:

Arts and Humanities - Ryland Heights Elementary will provide various opportunities for students to be exposed to arts and humanities programming.

Activity - Art Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will contribute art pieces from which articles will be chosen to sell at our school art fair.	Academic Support Program	03/29/2013	05/17/2013	\$0	No Funding Required	Art teacher, classroom teachers, special area teachers, classified assistants, administrators

Strategy 2:

Practical Living and Career Studies - Students will have the opportunity to participate in a variety of activities that specifically relate to arts, humanities, practical living and career studies.

Activity - After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sports activities including Tae Kwon Do, Archery and Fishing; Career Cruising; Computer Skills; Chess; Games	Extra Curricular	09/10/2012	04/26/2013	\$50000	Other	YMCA employees, Teachers, Assistants, Administrators and Volunteers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Art Fair	Students will contribute art pieces from which articles will be chosen to sell at our school art fair.	Academic Support Program	03/29/2013	05/17/2013	\$0	Art teacher, classroom teachers, special area teachers, classified assistants, administrators
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Program	Sports activities including Tae Kwon Do, Archery and Fishing; Career Cruising; Computer Skills; Chess; Games	Extra Curricular	09/10/2012	04/26/2013	\$50000	YMCA employees, Teachers, Assistants, Administrators and Volunteers
Total					\$50000	