

# **CSIP ADDENDUM JANUARY, 2014**

Ryland Heights Elementary School

Kenton County School District

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## **Overview**

### **Plan Name**

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### **Plan Description**

CSIP UPDATE INCLUDING WELLNESS GOAL

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10000
2	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$16000
3	Achievement Gap - Special Education Students	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$0
4	Program Reviews	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$12000
5	K-PREP Combined Proficiency	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$56689
6	K-PREP 3rd Grade Proficiency in Reading	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	K-PREP 3rd Grade Proficiency in Mathematics	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$8991
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: Kindergarten Readiness

### Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 49% in 2013 to 52% by 08/29/2014 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 - 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 kindergarten look for students to have mastered by the time they begin kindergarten in August.	Parent Involvement	02/13/2014	09/02/2014	\$5000	Title I Part A	Family Resource Center Coordinator, Title I staff, Teachers, Instructional Assistants, Administrators, 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	09/06/2013	05/30/2014	\$5000	Title I Part A	Preschool teacher, Family Resource Center Coordinator, Kenton County Extension Center support personnel

## Goal 2: 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.

Activity - CSIP Teacher Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, by academic committee, will analyze the 2013 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	10/22/2013	05/29/2014	\$16000	General Fund	Ryland Heights Elementary administrators and teachers.

**Goal 3: 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 29.7% in 2013 to 39.4% by 10/01/2014 as measured by school report card delivery targets.

**Strategy 1:**

Improved Tier I Instruction in Reading - At all grade levels, all students will be provided opportunities to develop reading stamina and fluency. All students will be provided opportunities to grapple with text that is above their reading levels, and they will be provided with strategies to help them answer text dependent questions.

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be cluster grouped by ability in reading so they can utilize the teaching resources most needed to meet individual student needs such as System 44, Read 180, Read to Achieve - Soar to Success, Great Leaps, A,B,C's of Reading and One to One support in our FRC developed Reading Mentoring Program	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Title I Staff support, FRC Coordinator, Teachers, Instructional Assistants, Administrators, 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 50% 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	08/14/2013	05/30/2014	\$0	No Funding Required	Teachers, instructional assistants, administrators, interventionists, district and Scholastic support personnel
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**Measurable Objective 2:**

collaborate to improve achievement and proficiency of students with disabilities in the area of MATH at Ryland Heights Elementary from 18.9% in 2013 to 37.0% by 05/30/2014 as measured by K-Prep Delivery Targets.

**Strategy 1:**

Improve Tier I Math Instruction - Teachers will rigorously teach the Math Common Core Standards at the Tier I level so all students are exposed to instruction that requires higher level thinking skills and the mastery of math common core standards at their grade level. Teachers will have access to a common math curriculum with many resources. In addition, students will participate in a rotational learning structure to assure that math concepts are taught to the learning strength of every students through a multi-sensory instructional approach

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be cluster grouped by ability in math so they can learn with and from one another while participating in rigorous math instruction.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Title I Math Interventionist , Teaching Staff, Instructional Assistants, Administration , Central Office Support Staff

Activity - RTI MATH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in differentiated math instruction based upon ability grouping that will be facilitated to assure that students are working and achieving at the highest level possible. In addition, the lowest math students will participate in a co-taught math class where students will receive intense math interventions from a regular education teacher who will teach the common core math lesson, a math interventionist who will utilize the DO THE MATH intervention and a special education teacher who will support math IEP goals or who will reteach common core standard instructional material.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Title I Math Interventionist , Teachers, Instructional Assistants, Administration and Central Office Support Staff

## Goal 4: Program Reviews

### Measurable Objective 1:

collaborate to increase our school's arts and humanities scores from 5.7 in 2013 to 8.0 in 2014, our practical living and career studies scores in 2013 from 5.5 to 8.0 in 2014 and our Writing program review average overall score in 2013 from 5.7 to 8.0 in 2014 by 06/28/2013 as measured by the Program Review State Report.

### Strategy 1:

Collaborate to increase Arts and Humanities scores - Ryland Heights Elementary will provide many opportunities for students to be exposed to arts and humanities programming.

Activity - Formative and Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use pre and post assessment for A and H lessons to measure the learning targets.	Academic Support Program	09/20/2013	06/27/2014	\$0	No Funding Required	Program Review Committee, Instructional Staff, Administrators
Activity - Submission Form used by all teachers for all program review areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Program Review Committee will develop a program review submission form that will be used for all program review evidence by all teachers.	Other	09/20/2013	06/27/2014	\$0	No Funding Required	Program Review Committee, administrators and all teachers
Activity - After School Program Arts and Humanities Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to participating in a comprehensive arts and humanities program during the school day, all students in grades 1 - 5 will have the opportunity to participate in a wide variety of arts and humanities activities in our 21st Century After School Program.	Extra Curricular	09/03/2013	06/27/2014	\$5000	Grant Funds	YMCA After School Program staff members

### Strategy 2:

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

Activity - Formative and Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use pre and post assessment for PLCS lessons to measure the learning targets.	Academic Support Program	09/03/2013	06/27/2014	\$0	No Funding Required	Program Review Committee and all instructional staff members.
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Activity - Use of submission form for all Program Review areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Program Review committee will develop a submission form that the entire instructional staff can use when submitting evidence for any program review.	Other	09/20/2013	06/27/2014	\$0	No Funding Required	Program Review Committee and all instructional staff members

Activity - 21st Century After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to providing a strong practical living and career studies program during the school day, Ryland provides a 21st Century After School Program for students in grades 1 - 5. Students will have many opportunities to participate in practical living and career study activities through the extracurricular program	Extra Curricular	09/03/2013	06/27/2014	\$5000	Grant Funds	YMCA After School Program Staff members

**Strategy 3:**

Collaborate to improve Writing Program Review Scores - The Ryland Writing Committee will recommend common writing language and strategies to be used from kindergarten to fifth grade. They will schedule regular and routine opportunities for teachers to analyze and score student writing according to district and state rubrics.

Activity - Professional Development Opportunities in Writing to improve teacher knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in multiple job embedded professional development in the area of writing as provided by district support consultants and our school writing cluster leader. Administration will participate in professional development to increase their awareness of strategies and activities being utilized throughout the state	Academic Support Program	09/11/2013	12/02/2013	\$2000	General Fund	Central Office support consultants, writing cluster leader, administrators and instructional staff

Activity - Collaborate to review student writing samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will share, review, analyze and score student writing samples either through job embedded P.D. (PLC meetings) or in after school meetings.	Academic Support Program	09/20/2013	06/27/2014	\$0	No Funding Required	District Support Consultants, Administration, Writing Committee members and School Writing Cluster leader
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## Goal 5: K-PREP Combined Proficiency

### Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP proficiency scores from 48.1% in 2013 to 58.5% in 2014 by 05/29/2014 as measured by school report card delivery targets.

### Strategy 1:

Reading Interventions - Students who MAP scores fall in the 50 percentile or lower will participate in one of the following interventions: Read to Achieve - Soar to Success; Reading Intervention; Read Naturally; System 44; Read 180 or they will participate in Renaissance Place Reading; Compass Learning Reading; Mobymax reading

Activity - Reading Stamina	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 grapple with more difficult text that is 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.	Academic Support Program	08/14/2013	06/06/2014	\$0	Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will be provided with grade level Frye word lists they are expected to master or to move on to higher level lists. Students who struggle will be provided one on one support from an instructional assistant, teacher or volunteer. Students whose reading fluency is one grade level below grade expectation (as measured by MAP, STAR, Lexiles or other measures) will participate in the Great Leaps program which will be facilitated by an instructional assitant, teacher or volunteer.	Academic Support Program	08/14/2013	06/06/2014	\$0	No Funding Required	Teachers, instructional assistants, administrators and Kenton County School District personnel
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Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$0	Title I Part A	Administrative Team, Title I staff, Regular and special education staff

**Strategy 2:**

Math Interventions - Students whose MAP scores fall at or below the 50th Percentile will participate in a math intervention:

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$46770	Title I Part A	Math Interventionist , Instructional Assistant, Math Committee, Administration and instructional staff members

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in technology support in math including several math intervention applications: Mobymax application, Xtramath application	Technology	09/03/2013	05/30/2014	\$9919	Title I Part A	Math interventionist and other instructional staff members.

## Goal 6: 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 45% in 2013 to 50.5% by 10/01/2014 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 50% 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 Book Worm After School Reading Mentoring	Academic Support Program	09/04/2013	05/30/2014	\$0	No Funding Required	Teachers, instructional assistants, Family Resource Center Coordinator, administrators and district support personnel

## Goal 7: 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 49% in 2013 to 54.1% 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 the resources of 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 50% or lower will participate in a Tier II or Tier III intervention program.	Academic Support Program	09/03/2013	05/30/2014	\$8991	Title I Part A	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	09/04/2013	05/30/2014	\$0	No Funding Required	Teachers, instructional assistants, administrators, math interventionist and district and Scholastic support personnel.

## 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.

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 next 2 school years 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	01/06/2014	05/29/2015	\$0	No Funding Required	Central Office Consultants and Personnel Support team

### Strategy 2:

Strategy Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components and expectations.

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	01/06/2014	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 08/31/2014 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.

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	01/08/2014	08/31/2014	\$0	No Funding Required	The Ryland Wellness Committee comprised of administrative , certified, classified and parent members.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Opportunities in Writing to improve teacher knowledge	Teachers will participate in multiple job embedded professional development in the area of writing as provided by district support consultants and our school writing cluster leader. Administration will participate in professional development to increase their awareness of strategies and activities being utilized throughout the state	Academic Support Program	09/11/2013	12/02/2013	\$2000	Central Office support consultants, writing cluster leader, administrators and instructional staff
CSIP Teacher Involvement	Teachers, by academic committee, will analyze the 2013 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	10/22/2013	05/29/2014	\$16000	Ryland Heights Elementary administrators and teachers.
<b>Total</b>					<b>\$18000</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Program Arts and Humanities Activities	In addition to participating in a comprehensive arts and humanities program during the school day, all students in grades 1 - 5 will have the opportunity to participate in a wide variety of arts and humanities activities in our 21st Century After School Program.	Extra Curricular	09/03/2013	06/27/2014	\$5000	YMCA After School Program staff members
21st Century After School Program	In addition to providing a strong practical living and career studies program during the school day, Ryland provides a 21st Century After School Program for students in grades 1 - 5. Students will have many opportunities to participate in practical living and career study activities through the extracurricular program	Extra Curricular	09/03/2013	06/27/2014	\$5000	YMCA After School Program Staff members
<b>Total</b>					<b>\$10000</b>	

### No Funding Required

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI MATH	All students will participate in differentiated math instruction based upon ability grouping that will be facilitated to assure that students are working and achieving at the highest level possible. In addition, the lowest math students will participate in a co-taught math class where students will receive intense math interventions from a regular education teacher who will teach the common core math lesson, a math interventionist who will utilize the DO THE MATH intervention and a special education teacher who will support math IEP goals or who will reteach common core standard instructional material.	Academic Support Program	08/14/2013	05/30/2014	\$0	Title I Math Interventionist , Teachers, Instructional Assistants, Administration and Central Office Support Staff
Collaborate to review student writing samples	Teachers will share, review, analyze and score student writing samples either through job embedded P.D. (PLC meetings) or in after school meetings.	Academic Support Program	09/20/2013	06/27/2014	\$0	District Support Consultants, Administration , Writing Committee members and School Writing Cluster leader
Reading Fluency	All students will be provided with grade level Frye word lists they are expected to master or to move on to higher level lists. Students who struggle will be provided one on one support from an instructional assistant, teacher or volunteer. Students whose reading fluency is one grade level below grade expectation (as measured by MAP, STAR, Lexiles or other measures) will participate in the Great Leaps program which will be facilitated by an instructional assitant, teacher or volunteer.	Academic Support Program	08/14/2013	06/06/2014	\$0	Teachers, instructional assistants, administrators and Kenton County School District personnel
Differentiation in Math	Students will be cluster grouped by ability in math so they can learn with and from one another while participating in rigorous math instruction.	Academic Support Program	08/14/2013	05/30/2014	\$0	Title I Math Interventionist , Teaching Staff, Instructional Assistants, Administration , Central Office Support Staff



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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	09/04/2013	05/30/2014	\$0	Teachers, instructional assistants, administrators, math interventionist and district and Scholastic support personnel.
Differentiation	Students will be cluster grouped by ability in reading so they can utilize the teaching resources most needed to meet individual student needs such as System 44, Read 180, Read to Achieve - Soar to Success, Great Leaps, A,B,C's of Reading and One to One support in our FRC developed Reading Mentoring Program	Academic Support Program	08/14/2013	05/30/2014	\$0	Title I Staff support, FRC Coordinator, Teachers, Instructional Assistants, Administrators, District Support Personnel
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	01/08/2014	08/31/2014	\$0	The Ryland Wellness Committee comprised of administrative, certified, classified and parent members.
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 next 2 school years 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	01/06/2014	05/29/2015	\$0	Central Office Consultants and Personnel Support team
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 Book Worm After School Reading Mentoring	Academic Support Program	09/04/2013	05/30/2014	\$0	Teachers, instructional assistants, Family Resource Center Coordinator, administrators and district support personnel

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Submission Form used by all teachers for all program review areas	The Program Review Committee will develop a program review submission form that will be used for all program review evidence by all teachers.	Other	09/20/2013	06/27/2014	\$0	Program Review Committee, administrators and all teachers
Use of submission form for all Program Review areas	The Program Review committee will develop a submission form that the entire instructional staff can use when submitting evidence for any program review.	Other	09/20/2013	06/27/2014	\$0	Program Review Committee and all instructional staff members
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	01/06/2014	05/29/2015	\$0	Central Office Support Team and building administrators
Formative and Summative Assessment	Teachers will use pre and post assessment for A and H lessons to measure the learning targets.	Academic Support Program	09/20/2013	06/27/2014	\$0	Program Review Committee, Instructional Staff, Administrators
Formative and Summative Assessment	Teachers will use pre and post assessment for PLCS lessons to measure the learning targets.	Academic Support Program	09/03/2013	06/27/2014	\$0	Program Review Committee and all instructional staff members.
RTI Reading	Students who score at the 50% 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	08/14/2013	05/30/2014	\$0	Teachers, instructional assistants, administrators, interventionists, district and Scholastic support personnel
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reading Stamina	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 grapple with more difficult text that is 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.	Academic Support Program	08/14/2013	06/06/2014	\$0	Teachers, instructional assistants, administrators and district support personnel
Technology Resources	Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$0	Administrative Team, Title I staff, Regular and special education staff
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	09/06/2013	05/30/2014	\$5000	Preschool teacher, Family Resource Center Coordinator, Kenton County Extension Center support personnel
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 kindergarten look for students to have mastered by the time they begin kindergarten in August.	Parent Involvement	02/13/2014	09/02/2014	\$5000	Family Resource Center Coordinator, Title I staff, Teachers, Instructional Assistants, Administrators, District bus driver
Math Technology Support	Students will participate in technology support in math including several math intervention applications: Mobymax application, Xtramath application	Technology	09/03/2013	05/30/2014	\$9919	Math interventionist and other instructional staff members.

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Math Differentiated Instruction	Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$46770	Math Interventionist , Instructional Assistant, Math Committee, Administration and instructional staff members
RTI	All students whose Measures of Academic Progress results fall in the 50% or lower will participate in a Tier II or Tier III intervention program.	Academic Support Program	09/03/2013	05/30/2014	\$8991	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel
<b>Total</b>					<b>\$75680</b>	