



Comprehensive School Improvement Plan

Ryland Heights Elementary School
Kenton County School District

Mrs. Catharine G Barwell
3845 Stewart Drive
Covington, KY 41015

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

Plan for Comprehensive School Improvement Plan

Overview 9

Goals Summary 10

Goal 1: Kindergarten Readiness 11

Goal 2: Achievement Gap - Special Education Students 11

Goal 3: Tell Survey 13

Goal 4: Program Reviews 13

Goal 5: K-PREP Combined Proficiency 16

Goal 6: K-PREP 3rd Grade Proficiency in Reading 17

Goal 7: K-PREP 3rd Grade Proficiency in Mathematics 18

Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff 19

Activity Summary by Funding Source 21

KDE Needs Assessment

Introduction 28

Data Analysis 29

Areas of Strengths 31

Opportunities for Improvement..... 32

Conclusion..... 33

KDE Assurances - School

Introduction..... 35

Assurances..... 36

Title I Schoolwide Diagnostic

Introduction..... 42

Component 1: Comprehensive Needs Assessment..... 43

Component 2: Schoolwide Reform Strategies..... 48

Component 3: Instruction By Highly Qualified Teachers and Paraeducators..... 53

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals..... 60

Component 5: Strategies to Attract Highly Qualified Teachers 66

Component 6: Parent Involvement..... 67

Component 7: Transition to Kindergarten..... 73

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction..... 76

Component 9: Activities to Ensure that Students Meet State Academic Standards..... 80

Component 10: Coordination and Integration of Programs..... 86

School Safety Diagnostic

Introduction 93

School Safety Requirements 94

Compliance and Accountability - Elementary Schools

Introduction 97

Planning and Accountability Requirements 98

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.

Since last year, Ryland Heights Elementary has moved up 62 spots in overall state rankings in state assessment performance. Ryland Heights Elementary was classified as a Proficient/Progressing school according to the KPREP tests for the 2012-2013 school year, progressing from the 69th percentile to the 79th. Student growth contributed to the increase in performance as Ryland ranked third in the Kenton County School District in achieving school growth. Additionally, on the 2012-2013 K-PREP tests, Ryland Heights Elementary scored maximum points in science, and exceeded both the district and state percentiles in both science and social studies. Ryland 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 and 97.0 in 2012.

During the 2012-13 school year, Ryland Heights Elementary had six teachers complete the rigorous requirements to achieve their National Board Certification. Previously, Ryland had five Nationally Board Certified teachers. Even though Ryland Heights Elementary is extremely proud of the hard work and effort of all teachers, our National Board candidates and teachers contribute to maintaining rigorous and cutting edge instructional strategies.

Striving to support the whole child, our 21st Century After School Program facilitated in partnership with the YMCA provides a variety of activities for any student interested in attending. Our academic team participated in the 2013 Kentucky Governor's Cup program and earned a first place at the district level and a fourth place at the regional competition. Our chess team participated in a regional chess competition and more students participated and placed than ever before.

On the 2013 K-PREP tests, 70.4% of students showed growth in reading and 72.0% showed growth math. While we are proud of our growth, our work in reading and math will continue. Using the Measures of Academic Progress data we collect three times a year as well as RTI data and formative and summative assessment data we collect daily and weekly, we will continue to provide specific reading and math interventions for every student whose reading or math scores fall at or below the 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. Only 27.8% of students scored Proficient or Distinguished in writing. We have revised our instructional policies to target writing practice that will be facilitated school wide. Students will be engaged in rigorous writing instruction that is based on common instructional language at all grade levels. Purposeful, relevant writing prompts that address the three modes of writing will also be a focus. Additionally, students will also participate in the development of writing rubrics so that expectations for student writing are clear and rigorous.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In a limited economy, we will implement strategic instructional formats utilizing the resources we already have to engage students in meaningful learning opportunities because we know that it is not expensive programs or resources that take students to proficiency. At Ryland Heights Elementary School, we know that the key to student success in and out of the classroom is the partnership of a united and committed group of parents/guardians and highly skilled educators who embrace a "whatever it takes" attitude with passion and dedication EVERY time they teach so that EVERY student is learning at the highest level possible.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10000
2	Achievement Gap - Special Education Students	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$0
3	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$16000
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

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: Achievement Gap - Special Education Students

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
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

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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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 3: 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 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
---	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.
---	--------------------------	------------	------------	-----	---------------------	---

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
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
---	--------------------------	------------	------------	-----	---------------------	---

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
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
--	--------------------------	------------	------------	-----	---------------------	--

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
----------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
---	--------------------------	------------	------------	--------	----------------	---

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.

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 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
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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
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.
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
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
Total					\$75680	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.
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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
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
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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
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
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.
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
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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
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
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
Total					\$10000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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
					Total	\$18000

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 289 students tested in reading:

18.9% Novice 30.4% Apprentice 31.6% Proficient 19.1% Distinguished

Of the 289 students tested in math:

14.6% Novice 33.8% Apprentice 33.3% Proficient 18.3% Distinguished

Of the 92 students tested in science:

1.1% Novice 20.7% Apprentice 51.1% Proficient 27.2% Distinguished

Of the 97 students tested in social studies:

1% Novice 34% Apprentice 46.4% Proficient 18.6% Distinguished

Of the 97 students tested in writing:

11.3% Novice 60.8% Apprentice 25.8% Proficient 2.1% Distinguished

Of the 92 students tested in language mechanics:

17.4% Novice 19.6% Apprentice 35.9% Proficient 27.2% Distinguished

2. What were our largest GAP areas?

Special Education Students and Free and Reduced Lunch Students were those who fell in our gap group.

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

71.2% 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 2012/13 school year.

It does not correlate other data the school has used (like Measures of Academic Progress) to identify areas of strength, weakness or growth throughout the school year.

It does not give suggestions about how to improve areas of weakness.

It does not give suggestions about how to maintain or improve strength areas.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Over the last year, Ryland Heights Elementary has moved up 62 spots in overall state rankings in state assessment performance. We were pleased to improve our percentile on the 2012 K-Prep from 69% to 79% and to change our rating from the Needs Improvement category to the Proficient and Progressing category. Ryland once again achieved a score of 100 in science, and we achieved a score of 90.7 in social studies which exceeded our district ranking by 4.5% and the state ranking by 14%. 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 and to 97% in 2012.

We believe that our state assessment scores improved because of our emphasis on improved core instruction and regular review of data including 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 of teachers in both fourth and fifth grades has been paramount to the success of the students. The teachers have continuously provided rigorous, hands-on science and social studies instruction to engaged students in learning thus enabling them to be higher performing students. Implementation of rigorous LDC modules in science and social studies interest learners while helping them achieve at higher levels by connecting learner targets across multiple content areas. Our staff of highly skilled educators (five Nationally Board Certified teachers and 6 National Board Candidates) are life long learners always seeking improved ways to maximize student learning. Our teaching staff 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 know that we need to increase the number of students who are performing in the proficient and distinguished levels in reading, math and writing by improving our core instruction in all three areas and by providing differentiated instruction so students are receiving the help they need to sustain continuous improvement. By implementing a rotational structure in reading and math, our teachers have been more successful meeting with all students. They are providing regular and routine intense RTI to students performing in the novice range, and they are engaging more successful students in higher order thinking skill development. We know that our Tier I instruction Tier needs to be differentiated every day to insure that all students are learning at the highest level possible. We are working hard and will continue to focus on helping students build reading stamina so they are not surprised by the longer passages that they are now seeing on their K-Prep exams. We feel confident that by improving our core instruction, we will be better able to reduce gaps among our special education students and our free and reduced lunch students.

Written expression is an area of special focus for us in 2013/14. We know that students must be able to deconstruct questions so they know what they are expected to answer. We also know that when they answer questions, they must support their answers with specific information from the text they are reading. Students must know how to infer and summarize more successfully in order to provide more succinct answers. It is our goal to improve writing instruction school wide in grades K - 5 by implementing common instructional strategies and techniques as well as a common language 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.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	N/A	

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	N/A	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Achievement Gap - Special Education Students

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

Activity - RTI MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Measurable Objective 2:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.

Strategy1:

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.

Research Cited:

Activity - RTI Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

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.

Strategy1:

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

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$10000 - Title I Part A	Math interventionist and other instructional staff members.

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$44901 - Title I Part A	Math Interventionist, Instructional Assistant, Math Committee, Administration and instructional staff members

Strategy2:

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

Research Cited:

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$10000 - Title I Part A	Administrative Team, Title I staff, Regular and special education staff

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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	\$15000 - Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Goal 3:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 4:

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.

Strategy1:

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.

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$13762 - Title I Part A	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Narrative:

When considering the Ryland Heights Elementary Schoolwide plan for the 2013/14 school year, in order to develop the best possible plan designed to meet the needs of all of our students, we used district initiatives and reviewed our students' K-Prep test results, Measures of Academic Progress test results, Star Reading and Star Early Literacy and Dibels test results. In addition, we reviewed Response to Intervention data from our many implemented interventions including Reading Intervention, Read to Achieve - Soar to Success, System 44, Read 180, ABC's of Reading, Great Leaps, Do the Math, Xtramath, etc. Finally, Ryland reviewed assessment data on student writing to assure that writing deficits would be addressed through core instruction and interventions available.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Achievement Gap - Special Education Students

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

Measurable Objective 2:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.

Strategy1:

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.

Research Cited:

Activity - RTI Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

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.

Strategy1:

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

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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

Goal 3:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 4:

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.

Strategy1:

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.

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Narrative:

A research based core reading program from Houghton Mifflin is available for use in every classroom at every grade level. In addition, our reading program is based on developmentally appropriate reading practices which follow the state core content guidelines. Teachers implement strategies from the work of the following researchers: Routman, Cunningham, Hall, Gardner, Rasinski, Padak, Lenski and the Florida Center for Reading Research. The primary reading teachers use methods from the research based programs of Reading Recovery, 4-Block, Orton Gillingham, and the Daily Five. The intermediate teachers are also implementing the Daily Five structure while facilitating reading workshops. Three teachers who have been trained in the Scholastic System 44 program and three additional teachers who have been trained in the Scholastic Read 180 program facilitate Tier 2 and Tier 3 instruction to approximately 60 students. In math, our teachers utilize a common core program, Go Math, from Houghton Mifflin Harcourt. Students are cluster grouped in order to provide interventions or enrichment activities utilizing many resources to assure that students are learning at the highest level possible.

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

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.

Strategy1:

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

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$10000 - Title I Part A	Administrative Team, Title I staff, Regular and special education staff

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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	\$15000 - Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Strategy2:

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

Research Cited:

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$44901 - 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	Funding Amount & Source	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	\$10000 - Title I Part A	Math interventionist and other instructional staff members.

Goal 2:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 3:

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.

Strategy1:

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.

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$13762 - Title I Part A	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel

Goal 4:

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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

08/29/2014 as measured by Brigance screening results .

Strategy1:

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.

Research Cited:

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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	Funding Amount & Source	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 5:

Achievement Gap - Special Education Students

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - RTI MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Measurable Objective 2:

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.

Strategy1:

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.

Research Cited:

Activity - RTI Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 6:

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.

Strategy1:

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

Research Cited:

Activity - Professional Learning for TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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

Research Cited:

Activity - PGES 1	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Narrative:

All teachers at Ryland Heights Elementary School are certified in the fields in which they are teaching. This is verified on the state LEAD

report. Our district has also taken steps to insure that our para-educators receive the highest quality training offered in our school district. The educational background of our para-educators meets rigorous district standards to insure that they are providing quality support to all students. New teachers and para-educators receive introductory professional development in our school and district, and district initiatives are shared throughout the school year to assure that teachers and instructional assistants feel are highly skilled and qualified.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who felt involved in the school improvement planning process from 76% in 2013 to 85% by 05/29/2015 as measured by 2015 Tell Survey.

Strategy1:

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

Research Cited:

Activity - CSIP Teacher Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	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 2:

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.

Strategy1:

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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Research Cited:

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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	\$15000 - Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$10000 - Title I Part A	Administrative Team, Title I staff, Regular and special education staff

Strategy2:

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

Research Cited:

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$10000 - Title I Part A	Math interventionist and other instructional staff members.

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$44901 - Title I Part A	Math Interventionist, Instructional Assistant, Math Committee, Administration and instructional staff members

Goal 3:

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 .

Strategy1:

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.

Research Cited:

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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	Funding Amount & Source	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 4:

Achievement Gap - Special Education Students

Measurable Objective 1:

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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Strategy1:

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

Research Cited:

Activity - RTI MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Measurable Objective 2:

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.

Strategy1:

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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	Staff Responsible
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

Goal 5:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 6:

K-PREP 3rd Grade Proficiency in Mathematics

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.

Strategy1:

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.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$13762 - Title I Part A	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Narrative:

Professional Development at Ryland Heights Elementary is based upon identified need areas in our CSIP and in our district CDIP. Teacher and Administrative Growth Plans were also focused on areas of need identified on our CSIP and from our needs assessment data. Professional Development areas addressed on our 2013/14 P.D. plan included: ELA and MATH standards, specific Writing initiatives, Program Reviews, Technology, Formative and Summative Assessments, Analysis of MAP and K-PREP data, Response to Instruction Initiatives and Progress Monitoring Strategies and Procedures and Positive Behavioral Interventions and Supports were reviewed to guide our behavioral management program. School and District Health and Safety Initiatives including ALICE training were also included in our school and district professional development plan. In addition, specific instructional strategies and techniques for all content areas have been incorporated through job embedded P.D. All members of our staff including our instructional staff and our ancillary non-instructional staff members like our Family Resource Center Coordinator and our school nurse participated or presented segments of our professional development to assure that all staff and parents/guardians received opportunities to enhance their skills in all areas. Custodial and cafeteria staff members participated in health and safety trainings and in our PBIS trainings to assure that all staff members were facilitating initiatives in the same manner.

The impact of identified professional development on student achievement will be determined based upon student growth on formative and summative assessments as well as through district and school walkthroughs.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who felt involved in the school improvement planning process from 76% in 2013 to 85% by 05/29/2015 as measured by 2015 Tell Survey.

Strategy1:

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

Research Cited:

Activity - CSIP Teacher Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Narrative:

Administrators, teachers, classified staff members and our Site Based Decision Making Council combine their efforts to publicize the many strengths of our school district and Ryland Heights Elementary School. Applicants are screened at the district level before being approved to participate in rigorous interviews at individual schools. Over the last ten years, our student population has almost doubled in size. Likewise, recruiting new teachers at Ryland has not necessarily been an issue due to our strong, family oriented and small school culture. Teacher turnover has occurred mainly when new classrooms or positions have opened. Teachers tend to stay at Ryland, and many teachers have transferred to teach at Ryland. Our learning community has a reputation that speaks volumes to others as evidenced by our consistently high scores on Tell Surveys. Maintaining our collaborative and caring climate is ongoing and a real benchmark of our school. Administrators and teacher leaders consistently attend relevant conferences and meetings to assure that Ryland is utilizing cutting edge research, techniques and strategies to assure that our students are making continuous progress. The fact that we have nine National School Certified Teachers on our staff is a testament to the drive and determination our teachers have to model a high standard of teaching and learning. Teachers who are new to our school are assigned a teacher mentor so that there is always someone available to mentor the new teacher. In addition, new teachers participate in school and district orientation programs with district consultants who are always available to keep new staff members informed about school and district initiatives.

Component 6: Parent Involvement

Parent Involvement

Goal 1:

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.

Strategy1:

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

Research Cited:

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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	\$15000 - Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$10000 - Title I Part A	Administrative Team, Title I staff, Regular and special education staff

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Strategy2:

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

Research Cited:

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$10000 - Title I Part A	Math interventionist and other instructional staff members.

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$44901 - Title I Part A	Math Interventionist, Instructional Assistant, Math Committee, Administration and instructional staff members

Goal 2:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 3:

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.

Strategy1:

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.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$13762 - Title I Part A	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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 4:

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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

08/29/2014 as measured by Brigance screening results .

Strategy1:

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.

Research Cited:

Activity - Fun Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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

Goal 5:

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.

Strategy1:

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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - RTI Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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.

Strategy1:

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

Research Cited:

Activity - RTI MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Narrative:

As evidenced in our Ryland Elementary Title I Parent/School Compact and in our Parent Involvement Plan and SBDM Parent Involvement Policy, parents/guardians are important stakeholders in our Ryland community. Our school consistently develops initiatives to involve parents as participants and as active volunteers in the workings of our school. Our students use individual agendas/plan books which are great communication tools used by teachers and parents/guardians. In addition, parents receive a weekly envelope (Monday Envelope) of important school information, school and classroom newsletters and students work samples to assure that parents are involved in their child's/children's education. Monthly reading nights are facilitated by our reading committee members to assure that parents have opportunities to read with their child/children and to learn new reading strategies that can be used at home or at school. Math and other content parent information sessions are also facilitated along with parent/teacher conferences. Family Involvement activities are offered to help make school a friendly place to be especially for those parents/guardians who themselves did not have positive experiences in school. Parents are invited to come to eat lunch with their child/children and they are invited to regularly scheduled events sponsored by our FRC coordinator, our Title I coordinator, our content committees and our PTO. Other events include but are not limited to: Readifest events, Student of the Month Activities, Work Ethic Award Celebrations, Readathons, Track and Field events, Career Readiness activities facilitated by our school counselor (Reality Zone), Ryland Idol which highlights student talents, Art Shows and Sales, Family Book Fairs, PTO performances, Choral and Drama presentations, Career Day, Family Fun Days, Summer Reading events and more. We know that the more involved parents are at school, the more they will value their child's/children's education and the more they will seek greater understanding about how they can help their child/children.

Component 7: Transition to Kindergarten

Transition to Kindergarten

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 .

Strategy1:

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.

Research Cited:

Activity - Fun Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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

Goal 2:

Achievement Gap - Special Education Students

Measurable Objective 1:

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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Strategy1:

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

Research Cited:

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

Measurable Objective 2:

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.

Strategy1:

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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	Staff Responsible
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

Narrative:

Students generally transition with ease to Ryland Heights Elementary. Even though our school continues to grow, we maintain a small school atmosphere where students and their families are welcomed by one and all. This comfortable environment allows students to transition more easily. Students, including those who traditionally are shy or afraid of new experiences, have opportunities to shadow other students or to participate in tours and special events designed to help students become familiar with the school and staff. The fact that we have a preschool on site has also enhanced student transitions. Parents and Guardians are invited to schedule special meetings with teachers or administrators or to participate in scheduled tours to learn more about the school. Our Family Resource Center Coordinator together with our school secretary put together new kindergarten packets that include books, pencils and pins that identify enrolling kindergartners as "Future Ryland Tigers," and kindergarten orientations are designed to inform parents about our school while familiarizing our newest students with the school environment.

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

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 .

Strategy1:

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.

Research Cited:

Activity - Fun Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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

Goal 2:

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.

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Strategy1:

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

Research Cited:

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$10000 - Title I Part A	Math interventionist and other instructional staff members.

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$44901 - Title I Part A	Math Interventionist, Instructional Assistant, Math Committee, Administration and instructional staff members

Strategy2:

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

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$10000 - Title I Part A	Administrative Team, Title I staff, Regular and special education staff

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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	\$15000 - Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Goal 3:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 4:

K-PREP 3rd Grade Proficiency in Mathematics

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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.

Strategy1:

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.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$13762 - Title I Part A	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Narrative:

All teachers at Ryland participate in weekly grade level planning meetings and in weekly Professional Learning Community meetings where they discuss and analyze problems of practice or where they participate in job embedded professional development based upon needs they have identified or on district initiatives with professional development provided by district consultants. All teachers participate in content related committees that review practices and make suggestions for improving instruction in that content area. A committee chairperson speaks on behalf of the committee to offer suggestions and recommendations to the entire teaching staff. Many of the suggestions have resulted in practices adopted by the entire faculty. Some of those changes include school wide implementation of the Daily Five, Program Review submission practices, Facilitation of specific web based programs and assessments and progress monitoring tools available to help progress monitor interventions implemented to support the instruction of individual students. All teachers have the opportunity to participate in Site Base Decision Making meetings, and all teachers have the opportunity yearly to run for a teacher position on the council. Teacher leaders regularly present sessions at our PLC or Faculty meetings, and teacher leaders are also chosen to represent Ryland on district committees. All teachers maintain and review Response to Instruction Data binders with the RTI core team of administrators, our psychologist and interventionists to assure that they are progress monitoring the success of interventions being used to support struggling students. Currently, Ryland has nine nationally board certified teachers on staff. Their drive for excellence and their desire to be the best they can be provides a wonderful model for students and fellow teachers.

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

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.

Strategy1:

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

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$10000 - Title I Part A	Administrative Team, Title I staff, Regular and special education staff

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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	\$15000 - Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Strategy2:

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

Research Cited:

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$44901 - 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	Funding Amount & Source	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	\$10000 - Title I Part A	Math interventionist and other instructional staff members.

Goal 2:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 3:

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.

Strategy1:

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.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$13762 - Title I Part A	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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 4:

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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

08/29/2014 as measured by Brigance screening results .

Strategy1:

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.

Research Cited:

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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	Funding Amount & Source	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 5:

Achievement Gap - Special Education Students

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

Measurable Objective 2:

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.

Strategy1:

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.

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - RTI Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Narrative:

There are many ways that our school provides interventions for those student in danger of not meeting state standards. As a School-wide Title I program, our Title I staff provides Tier II interventions to support individual intervention plans for identified students. Teachers submit names of struggling students to our Student Assistance Team. The SAT schedules a parent conference and an intervention plan is developed and monitored or reviewed to determine success of interventions in place. If the SAT team eventually believes that multiple interventions provided have not been successful, a referral for a full scale evaluation is recommended and the Admissions and Release Committee take over to determine whether or not the student will benefit from specially designed instruction. Multiple interventions are being facilitated and progress monitored at Ryland including: Read to Achieve - Soar to Success and Early Success; Reading Intervention; ABC's of Reading, Orton Gillingham; Great Leaps, Read Naturally, Scholastic System 44, Scholastic Read 180 and SPIRE. In math, Ryland now has a four day Math Interventionist who has developed a volunteer outreach to support fact fluency. In addition, she is facilitating DO THE MATH in separate sessions to students in multiple grade levels or as a co-teacher in fourth and fifth grades in cluster grouped low math classes. Our RTI program is extensive, and interventions are progress monitored weekly and reviewed by the RTI CORE TEAM bi-weekly. Teachers have the opportunity to address student concerns in PLC meetings, in grade level meetings, in SAT meetings, in ARC meetings and in faculty meetings. We know that communication is key and that the more involved parents are in the process the more likely it is for student success.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

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.

Strategy1:

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

Research Cited:

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$10000 - Title I Part A	Administrative Team, Title I staff, Regular and special education staff

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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	\$15000 - Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Strategy2:

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

Research Cited:

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$44901 - 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	Funding Amount & Source	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	\$10000 - Title I Part A	Math interventionist and other instructional staff members.

Goal 2:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 3:

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.

Strategy1:

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.

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$13762 - Title I Part A	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel

Goal 4:

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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

08/29/2014 as measured by Brigance screening results .

Strategy1:

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.

Research Cited:

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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	Funding Amount & Source	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 5:

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.

Strategy1:

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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - RTI Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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.

Strategy1:

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

Research Cited:

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - RTI MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Narrative:

Ryland was pleased this year to again receive Title I funding to support student achievement. In addition, we also facilitate a Read to Achieve Grant where Tier II students participate in regular reading sessions utilizing Soar to Success or Early Success. Our school is also fortunate to house a Preschool program to provide early intervention for students identified by disability or through Free and Reduced qualification which research says has a strong impact on student success. Our Family Resource Center Coordinator, funded by a state grant, works hard to reduce barriers to student success and is an active member on our Student Assistance Team. We are also facilitating a 21st Century Before and After School Program through a renewal grant that enables us to maintain opportunities for students to receive homework help and to participate in a wide variety of activities. Learning Link Grants have provided additional funding to support content based instruction. Special Education IDEA funding regularly supports instruction by paying for staff to support our most disabled students. Since our staff works collaboratively in all areas, the coordination of services is seamless and builds upon the success of all students. ESS funding enables us to provide after school tutoring for several months to help remediate areas of concern with identified students. Additional Parent Involvement funding enables us to provide opportunities for parents to learn more about how to help their children while providing opportunities for parents to be more connected to the school community.

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Our SBDM Committee accepted our policy at a SBDM meeting scheduled on October 1, 2013.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Our council adopted our policy at our SBDM meeting on October 1, 2013.	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	9/19/13: First Responders 10/1/13: Ryland Heights Elementary SBDM Council Review	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 13, 2013: We reviewed as much of our plan as we had completed. Next year, our policy will be developed and reviewed by our local authorities by July 1. This will enable us to review our plan with our staff on opening day.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	June 14, 2013	

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

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

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

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

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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.

Planning and Accountability Requirements

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

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who felt involved in the school improvement planning process from 76% in 2013 to 85% by 05/29/2015 as measured by 2015 Tell Survey.

Strategy1:

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

Research Cited:

Activity - CSIP Teacher Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

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

Goal 1:

K-PREP Combined Proficiency

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Math Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$10000 - Title I Part A	Math interventionist and other instructional staff members.

Activity - Math Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math Small Group, Math Fluency fact support	Academic Support Program	08/14/2013	06/06/2014	\$44901 - Title I Part A	Math Interventionist, Instructional Assistant, Math Committee, Administration and instructional staff members

Strategy2:

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

Research Cited:

Activity - Reading Stamina	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At all grade levels, all students will be provided with the opportunity to develop increased reading stamina. They will also be given the opportunity to regularly 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	\$15000 - Title I Part A	Teachers, instructional assistants, administrators and district support personnel

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads will be used to differentiate instruction for students in reading.	Technology	01/06/2014	06/02/2014	\$10000 - Title I Part A	Administrative Team, Title I staff, Regular and special education staff

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 49% in 2013 to 52% by 08/29/2014 as measured by Brigance screening results .

Strategy1:

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.

Research Cited:

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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	Funding Amount & Source	Staff Responsible
Preschoolers do not attend school on Fridays, so the preschoolers and their parents will be invited to participate in activites 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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for kindergarten from 49% in 2013 to 52% by 08/29/2014 as measured by Brigance screening results .

Strategy1:

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.

Research Cited:

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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	Funding Amount & Source	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

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

Goal 1:

Kindergarten Readiness

Comprehensive School Improvement Plan

Ryland Heights Elementary School

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 .

Strategy1:

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.

Research Cited:

Activity - Early Intervention Kindergarten Information for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When parents enroll their future kindergarten students, they will receive a kindergarten readiness packet that includes behavioral, social and academic skills 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	Funding Amount & Source	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:

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.

Strategy1:

Reading RTI - All students in the Ryland Heights Elementary School Primary program will participate in differentiated instruction at the Tier I reading instructional level. All students whose Measures of Academic Progress 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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Response to Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading interventions that include: Reading Intervention, Read to Achieve - Soar to Success, Great Leaps Reading; Reading A - Z, Orton Gillingham small group instruction, Compass Learning Odyssey, Read Naturally, 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 3:

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.

Strategy1:

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.

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$13762 - Title I Part A	Teachers, Instructional Assistants, Administrators, Interventionists and district support personnel

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Achievement Gap - Special Education Students

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Measurable Objective 1:

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.

Strategy1:

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

Research Cited:

Activity - RTI MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Differentiation in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Measurable Objective 2:

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.

Strategy1:

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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - RTI Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

Goal 1:

Program Reviews

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.

Strategy1:

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

Research Cited:

Activity - After School Program Arts and Humanities Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Formative and Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

Strategy2:

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.

Research Cited:

Activity - Collaborate to review student writing samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Professional Development Opportunities in Writing to improve teacher knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy3:

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.

Research Cited:

Comprehensive School Improvement Plan

Ryland Heights Elementary School

Activity - Formative and Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.

Activity - Use of submission form for all Program Review areas	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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