2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

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<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20 Phase One: Continuous Improvement Diagnostic for Schools</td>
<td>3</td>
</tr>
</tbody>
</table>
2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Jena Smiddy September 4, 2019
2019-20 Phase Two: The Needs Assessment for River Ridge

2019-20 Phase Two: The Needs Assessment for Schools

River Ridge Elementary School
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# TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Schools ................................................................. 3  
Understanding Continuous Improvement: The Needs Assessment ................................................. 4  
Protocol ........................................................................................................................................ 5  
Current State ................................................................................................................................ 6  
Priorities/Concerns .......................................................................................................................... 7  
Trends .............................................................................................................................................. 8  
Potential Source of Problem ........................................................................................................... 9  
Strengths/Leverages ....................................................................................................................... 10  
Attachment Summary ..................................................................................................................... 11
2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g., 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e., desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The administrative team conducts an initial review of state assessment results. Results are then analyzed and summarized with staff members at a staff meeting and/or in grade level teams. Data is used to determine school wide areas of strength and focus. Ongoing data review is conducted monthly at SBDM council meetings. Teachers, along with administrators, review and discuss student progress data during core instruction and MTSS PLCs every 6 weeks for reading, math, writing, science, and social studies. Weekly team meetings also focus on grade level formative and summative assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed. Intervention and administrative staff meet biweekly to review intervention data as well. Our school level administrative team meets weekly to review and analyze the various data sets to determine school wide trends, needs, and next steps.
Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

**Example of Current Academic State:**
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

**Example of Non-Academic Current State:**
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year — a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

Our overall achievement for Writing increased from 47.8% P/D to 63.5% P/D. Our overall achievement for Social Studies increased from 65.6% P/D to 77.3% P/D. Our rate of 5th grade students scoring P/D in reading increased from 65.6% to 72.2%. 63.5% of our students scored proficient in writing compared to the state average of 46.6%. 77.4% of our students scored proficient in Social Studies compared to the state average of 53%. 53.8% of our students scored proficient in Science compared to the state average of 31.7%. 61.5% of our students scored proficient in Reading compared to the state average of 54.6%. From 2018 to 2019, we decreased our novice/apprentice scores in reading from 3rd grade to 4th grade by 7%. Our number of behavior referrals decreased from 193 in 2018 to 97 in 2019. Our overall percentage of students scoring proficient/distinguished in math is only 58.3%. Our overall percentage of students scoring proficient/distinguished in reading is 61.5%. 67% of our students received 0 or 50 points for growth in reading. 68.8% received 0 or 50 for math. We decreased our achievement gap between students with disabilities and all students enough so our school no longer qualifies as a TSI school by the Kentucky Department of Education. Data sources include 2018-2019 KPREP data and annual year end PBIS reports.
Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Our overall proficiency in reading decreased from 66% to 61.5%. Our overall proficiency in math decreased from 63.5% to 58.3%. 67% of our students received 0 or 50 points for growth in reading. 68.8% received 0 or 50 for math. 47.95% of our 3rd grade students scored proficient in reading on KPREP. 52.74% of our 3rd grade students scored proficient in math on KPREP.
Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Trends from the previous two academic years show that continued efforts are needed to increase our overall proficiency in reading and math for all students. Our overall reading proficiency for the 2016-2017 school year was 66% and 65.9% for the 2017-2018 school year. Our current data shows 61.5% proficiency for reading. For math, our overall proficiency for the 2016-2017 school year was 60.9% and 63.5% for the 2017-2018 school year. Our current data shows 58.3% proficiency for math. Data trends from the past 3 years show a steady decrease in overall proficiency for both reading and math. Although our proficiency in these areas is above the state average for all 3 years, they remain a significant area of improvement due to the slight decline in the percentage of students scoring proficient and/or distinguished in both content areas. Our writing achievement increased from 47.8% proficiency in 2017-2018 to 63.5% in 2018-2019. This increase can be attributed to the intentional focus and efforts we placed on increasing the quality of our overall writing instruction, school wide, over the past three years. This data is evidence of the increases and improvements we are capable of achieving when we set clear goals and take intentional steps to achieve them.
Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

In order to produce our desired changes to increase achievement with all students, we will focus on KCWP 1: design and deploy standards. In addition to our sustained, focused system of interventions and supports, we will shift our focus to providing high quality core instruction to all students. Teachers and administrators will collaborate to ensure classroom instruction is appropriate and strategies are implemented to ensure congruence to the intent of the learning target and students are actively and cognitively engaged. Teachers and administrators will collaborate on efforts to vertically align core instruction so that teachers across all grades and of the same content area have a common and cohesive understanding of the grade level standards. This will help to eliminate gaps in instruction and provide all students with more cohesive curriculum and instruction. Teachers and administrators are analyzing weekly assessment data aligned to grade level standards in order to readjust curriculum to meet student needs and ensure mastery of grade level content in reading and math. In addition to vertical alignment of curriculum, teachers will spend time analyzing instructional tasks for rigor and relevance to the standards. Students will have more opportunities to write across all curricular areas in order to increase their understanding of content and to further improve writing skills.
Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our rate of proficient and distinguished students is above the state average in all tested areas. Based on 2019 KPREP data, our school ranks in the top 20% of elementary schools in the state. Our overall score for Separate Academic Indicator (Science, Social Studies, Writing) ranked us 46 out of 724 elementary schools in the state. We demonstrated significant growth in writing proficiency increasing from 47.8% to 63.5%. We decreased our achievement gap for our students with disabilities enough to no longer qualify as a TSI school. Our school earned a 4 star rating according to the new Kentucky accountability system for the 2018-2019 school year.
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<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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</thead>
</table>

2019-20 Phase Two: School Assurances for River Ridge

2019-20 Phase Two: School Assurances

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# TABLE OF CONTENTS

2019-20 Phase Two: School Assurances ................................................................. 3
Introduction ........................................................................................................... 4
Teacher Performance ............................................................................................. 5
Title I Schoolwide Programs .................................................................................. 6
Title I Targeted Assistance School Programs ...................................................... 8
Schools Identified for Targeted Support and Improvement ............................... 10
All School Programs ............................................................................................... 11
Attachment Summary ............................................................................................ 12
2019-20 Phase Two: School Assurances
Introduction
Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.
Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
  - No
  - N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
  - No
  - N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school’s participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
  - No
  - N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
  - No
  - N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
  - No
  - N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A
Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

○ Yes
○ No
◆ N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes
○ No
◆ N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes
○ No
◆ N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes
○ No
◆ N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes
○ No
◆ N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A
Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- Yes
- No
- N/A
18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
  - No
  - N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes
  - No
  - N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
  - No
  - N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
  - No
  - N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
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<th>Attachment Name</th>
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</table>


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# TABLE OF CONTENTS

2019-20 Phase Three: Executive Summary for Schools ................................................................. 3
Attachment Summary .................................................................................................................... 6
2019-20 Phase Three: Executive Summary for Schools

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?

River Ridge Elementary is a large public school serving approximately 1,000 students Preschool through 5th grade from Villa Hills, Crescent Springs, Park Hills, Erlanger, Ft. Mitchell, Lakeside Park, and Bromley. RRE serves a diverse mix of students and families across socio-economic, racial, and ethnic backgrounds. The percentage of students qualifying for free or reduced lunch at River Ridge has steadily increased over the past 3 years and is approximately 52%, which qualifies us as a Title One School. For the 2nd year in a row, we have been identified as a CEP school and are eligible to provide free breakfast and lunch every day to all students, due to the high percentage of students on the Free Reduced Lunch Program. In addition, we provide clothing, outerwear, canned goods/non-perishable food, and more through our Family Resource Center. And, we offer free dental check-ups and vision screenings to students. We have a very active Parent Teacher Organization who organize and facilitate school wide fundraisers and events to provide technology in our classrooms and engaging events for students and families. We serve approximately 150 students who are considered EL (English Learners) with 19 different spoken languages and over 100 students with disabilities who have an individualized education plan. These sub groups make up 20% of our student population. We currently have 30 students in grades 4 and 5 who have been formally identified as Gifted/Talented in general intelligence, leadership, creativity, language arts, math, science, and/or social studies. A high percentage of our students and families look to RRE as a community resource that offers access to so many services they simply would not have otherwise. In addition to the services listed above is regular access to computers, technology and other 21st century learning tools. Such access is critical because, in our world today, computer knowledge is imperative and children who do not have regular access can fall behind. Indeed, in today's world, access to computer technology is an "initial condition" for academic success because it is a tool that is effective across disciplines, it enhances classroom instruction, and it can make kids more excited about learning. The size, diversity, positive school culture/climate, and community involvement make River Ridge a special and unique place to work and learn every day.

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.

Our mission statement at River Ridge Elementary is "We build the foundation for lifelong learners and productive citizens." Our Belief Statements are: We believe that home, community, students, and educators working together can create a positive school environment in which all learners can succeed. We believe each student is important and value the relationship we build with each student. We believe that all children can learn to accept responsibility for their academic progress and their own actions. We believe learning is maximized when students' physical, emotional, social, and intellectual needs are met. We believe effort creates ability. At RRE, we are a PBIS school and our expectations of students and staff is that everyone is Respectful, Responsible, and Everyone is Safe. We are intentional with teaching and modeling our expectations throughout all parts of our building and we celebrate success with behaviors and academics in a variety of ways. We have a comprehensive instructional program with a variety of student instructional needs during the day including a differentiated core instructional block and a comprehensive multi-tiered
system of support for students requiring academic, behavior, and social/emotional interventions. Teachers and students have access to the following programs: Compass Learning, Fastt Math, Read Naturally, Accelerated Reader, EdMark Reading, Orton Gillingham, Smeken's Writing Framework, and Dreambox. Through our Tier II and Tier III blocks of instruction we have Title reading intervention groups using programs to address the needs of struggling students in both reading and math. We offer many ways to make meaningful connections with students beyond the classroom through activities and clubs such as: Newssteam, Academic Team, Lego Club, Zumba, Basketball, Student Council, 5th Grade Jobs, E Wise, Book Club, Drama Club, Choir, Girls on the Run, and Running Club. These opportunities are intended to provide students with extra curricular activities beyond the school day to further develop skills, behaviors, and beliefs related to creating well-rounded students. In addition, through extensive support from our PTO (parent teacher organization) we have made significant efforts to increase technological resources in a sustained effort to become a one to one school. Technology will allow our teachers to consistently utilize online resources, web applications, and other tools in a way that complements the curriculum, enhances and expands upon the educational content being taught, builds upon student enthusiasm, and maximizes individual student learning. The importance of providing students in today's classrooms with current, fully equipped, and accessible technology cannot be overstated because doing so is shown to boost test scores and provide a greater degree of preparedness for high school and beyond.

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.

In 2016, River Ridge earned the distinction of being a Proficient school. In 2017, we did not receive an overall score, yet we increased our scores in each tested area from 2016. River Ridge was classified a Proficient school by our school district. With the change in our state accountability system, we did not receive an overall proficiency classification for 2018. However, data analysis indicates achievement levels above the state average in all tested areas (top 21% in the state), a growth score ranking in the top 13% in the state, a science score in the top 7% in the state, and significant growth with our EL student population placing us in the top 10% in the state for EL student proficiency. We were classified as a TSI school due to a low percentage of our students with disabilities scoring at a proficient level overall. In 2019, the state accountability system changed again and all schools were designated a star rating based on performance levels in Proficiency (Reading and Math), Separate Academic Indicator (Science, Social Studies, Writing), and Growth (Reading, Math, Access). River Ridge received a 4 star rating and was designated a high performing school. We scored above the state average in all tested areas with notable growth in writing performance with an increase of over 15% from the previous year. Our Social Studies score increased overall by almost 12% and our Science score maintained with only a 1% decrease. An area of improvement going forward is to increase our overall proficiency in reading and math for all students. In 2019, our overall reading and math proficiency decreased by almost 5% for each content area. Additionally, we will continue to work on increasing proficiency levels for our students with disabilities as our overall proficiency is below the state average for this sub group population.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A
Additional Information

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

River Ridge Elementary School takes great pride in making school meaningful and memorable for all students. Our instructional practices allow for consistency among all grade levels and with all students. Expectations are high for staff and students, yet motivating through academic goal setting and celebrating success and growth. River Ridge has very involved parents and a wonderful PTO, who plans annual events for students and families to enhance our overall school culture as well as to make significant financial contributions to aide in our goal of ensuring 21st century learning opportunities for all students. Our Family Resource Center Coordinator helps in working with our diverse population and reducing barriers to learning in many ways, specifically with the programs such as All Pro Dads, Born Learning Academy, and MVP Moms. River Ridge Elementary, although a very large school with a diverse array of needs, successfully comes together as a learning community dedicated to the education and well-being of the 1,000 students we serve.
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<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20 Phase Three: Comprehensive Improvement Plan for Schools</td>
<td>3</td>
</tr>
<tr>
<td>Attachment Summary</td>
<td>5</td>
</tr>
</tbody>
</table>
2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shiplely, Baldrige, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template
River Ridge Elementary School

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Attachment Name

Goal Builder
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Builder</td>
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</tbody>
</table>
Comprehensive School Improvement Plan (CSIP)

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
Goal 1: By 2024, River Ridge Elementary will increase the combined reading and math percentage of students scoring proficient/distinguished from 60% in 2019 to 80% as measured by the school report card.

<table>
<thead>
<tr>
<th>Objective 1: To increase our percentage of students scoring proficient/distinguished in reading from 61.5% in 2019 to 65.5% in 2020 as measured by the school report card.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
</tr>
<tr>
<td>1- Design and Deliver Instruction</td>
</tr>
<tr>
<td>2- Design and Deliver Instruction</td>
</tr>
<tr>
<td>3- Review, Analyze, and Apply Data</td>
</tr>
<tr>
<td>Objective 2: To increase our percentage of students scoring proficient/distinguished in math from 58.3% in 2019 to 62.3% in 2020 as measured by the school report card.</td>
</tr>
<tr>
<td>2- Design and Deliver Instruction</td>
</tr>
<tr>
<td>Objective</td>
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<tr>
<td>Objective 1: To increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 67.15% in 2020 as measured by the school report card.</td>
</tr>
<tr>
<td>2-Design and Deliver Instruction</td>
</tr>
</tbody>
</table>
Goal 3: By 2024, River Ridge Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 21.7% in 2019 to 60.8% as measured by the school report card.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2020 as measured by the school report card.</td>
<td>1-Design and Deliver Instruction Systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the standards.</td>
<td>-Ensure ongoing professional development in the area of best practice instructional strategies to aid in curricular adjustments when students fail to meet mastery. Specific strategies to meet the needs of students with disabilities will be shared and discussed in PLCs to ensure all teachers are providing best practice instruction and equity to all students.</td>
<td>-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions.</td>
<td>RTI data will be reviewed every 6 weeks.</td>
<td>$0</td>
</tr>
<tr>
<td></td>
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<td>2-Design and Deliver Instruction Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students.</td>
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<tr>
<td></td>
<td></td>
<td>3- Design and Deliver Instruction Establish protocols for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified.</td>
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<tr>
<td>Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2020 as measured by the school report card.</td>
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<td></td>
<td>-Ensure that formative assessment practices are used to measure mastery towards grade level standards and guide instruction for students with disabilities.</td>
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<tr>
<td></td>
<td></td>
<td>-Partnership with Kentucky Autism Training Center (KATC) to inform and educate staff on effective strategies for specialized instruction in order to provide equitable access to the curriculum for all students.</td>
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<tr>
<td></td>
<td></td>
<td>-Implementation of Co-Teaching model in all grade levels to calibrate expectations between regular education and special education teachers and to provide high quality specially designed instruction.</td>
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</tbody>
</table>
4: Growth

**Goal 4:** By 2024, River Ridge Elementary will increase the percentage of students showing growth in MAP for reading from 58.7% in 2019 to 79.3% in 2020 as measured by Measures of Academic Progress (MAP).

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> To increase the percentage of students showing growth in MAP for reading from 58.7% in 2019 to 62.8% in 2020 as measured by NWEA reports.</td>
<td>1-Design and Deliver Instruction Systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the standards. 2-Design and Deliver Instruction Collaborate among all stakeholders to ensure that systems are in place to meet the education needs of all students. 3- Design and Deliver Instruction Establish protocols for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified.</td>
<td>Continue implementation of a clearly defined RTI school wide process with documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. -Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine student progress as well as tiered intervention needs. -Ensure curricular discussions and adjustments are part of ongoing PLC discussions and include indicators of the cycle of quality instruction. -Ensure ongoing collaboration with FRC Coordinator to support families of students in sub groups with home/school connections and individual student success at school. -Increase collaboration in data analysis and student progress towards mastery by analyzing weekly and biweekly standards based assessments to inform instruction. -Enable students to develop leadership roles within the classroom to aide in decreasing off task behaviors to ensure student safety and discipline in all classrooms.</td>
<td>MAP data to be reviewed 3 times a year</td>
<td>Teachers will work with students after each MAP testing session to set goals based on their previous scores. Incentives for growth, achievement, and effort on MAP testing will be in place for students.</td>
<td>$10000</td>
</tr>
</tbody>
</table>
River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

Last Modified: 12/12/2019
Status: Open
# TABLE OF CONTENTS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic .................................................. 3  
I. Achievement Gap Group Identification .................................................................................. 4  
II. Achievement Gap Analysis ............................................................................................... 5  
III. Planning the Work ........................................................................................................... 7  
Attachment Summary ............................................................................................................ 8
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Attached.

ATTACHMENTS

Attachment Name

Achievement Gap Group Identification
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Our mission statement at River Ridge is 'We build the foundation for lifelong learners and productive citizens.' Our Belief Statements include: We believe that home, community, students, and educators working together can create a positive school environment in which all learners can succeed. We believe each student is important and value the relationship we build with each student. We believe that all children can learn to accept responsibility for their academic progress and their own actions. We believe learning is maximized when students' physical, emotional, social, and intellectual needs are met. We believe effort creates ability. River Ridge takes great pride in making school meaningful and memorable. Our instructional practices allow for consistency among all grade levels and with all students. Expectations are high for staff and students, yet motivating through academic goal setting, celebrating with success and growth. River Ridge has very involved parents and a wonderful PTO. Our Family Resource Center Coordinator helps in working with our diverse population and reducing barriers to learning in many ways, specifically with the programs such as All Pro Dads and MVP Moms. At River Ridge, we value our diverse population of students and we believe our diversity contributes heavily to our overall identification as a school. We appreciate the cultural differences among our students and families and we focus many of our efforts on striving to meet the needs of all students. We have many supports in place to ensure all students are achieving at high levels.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

After analyzing gap trends, we are making progress in closing achievement gaps with our students who receive free/reduced lunch in the area of reading (deficit decrease by 4%), students with disabilities in reading (deficit decrease by 3%) and our English language learners in math (deficit decrease by 11.7%).

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

After analyzing gap trends, we are making progress in closing achievement gaps with our students who receive free/reduced lunch in the area of reading (deficit decrease by 4%), students with disabilities in reading (deficit decrease by 3%) and our English language learners in math (deficit decrease by 11.7%).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

Our students with disabilities have shown minimal progress over the last two years. Our percentage of students scoring P/D in reading was 26.7 in 2019 and 28.8 in 2018. In math, 16.7% of our students with disabilities scored P/D in 2019 and 25.8% scored P/D in 2018.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.
Barriers that prevented us from closing the achievement gap primarily include a lack of sufficient time to implement our strategies. The processes, practices, and conditions we have developed for closing the achievement gap are long term, comprehensive strategies. With an extended opportunity to implement these strategies and monitor student achievement and progress through ongoing assessment and data analysis, we believe that the barriers will begin to decrease and all students will perform at high levels. In addition, we are striving to improve our core instruction for all students so that we can ensure our student gap groups are receiving high quality instruction in all areas.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The River Ridge Elementary School SBDM Council, along with school staff maintain an ongoing focus on analyzing student data and processes, identifying and generating solutions to reduce barriers to learning, and discussion and collaboration of programs and instructional practices yielding high results. Student Achievement and School Improvement Planning are standing times on the SBDM agenda each month. The council is comprised of teachers, parents, and principals and meets monthly to receive updates in the aforementioned areas as well as to discuss and make decision on school improvement efforts. Achievement gap data is analyzed throughout the school year through PLCs with special education staff and regular education teachers. Teachers analyze MAP data three times a year to determine student mastery towards grade level standards including all sub group student populations. MTSS data meetings occur every 6 weeks to analyze intervention data to determine student progress and whether or not interventions are being successful.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Our school's professional development plan includes an abundance of collaborative time for staff members to focus on best instructional practices for reaching all students and closing our achievement gaps. This year, our professional development plan included two days of writing training for all regular education homeroom teachers. This training provided our teachers with a high quality framework for writing instruction for all students. We also implemented a Co-Teaching model for our students with disabilities to provide a more cohesive inclusion model for all students. Teachers involved in the Co-Teaching model received several days of training as part of their individual PD plans. Also included in our PD plan was a day committed to Instructional Practices for teachers to collaborate, plan, and work with the administrative team to engage in curriculum design around the new social studies standards, our new school-wide writing framework, and special education co-teaching models to address our TSI status and increase proficiency with our special education population. Strategies are also intended to strengthen core instruction so that all students receive equitable access to grade level standards. Teachers were also given 6 hours of flexible time to spend on professional development of their choosing based on each of their identified needs.
III. Planning the Work

Closing the Achievement Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% as measured by the school report card. To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% as measures by the school report card.

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached.
# Attachment Summary

<table>
<thead>
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<tbody>
<tr>
<td>Achievement Gap Group Identification</td>
<td></td>
<td>• I</td>
</tr>
<tr>
<td>Measurable Gap Goal</td>
<td>Measurable Gap Goal</td>
<td>•</td>
</tr>
<tr>
<td>Gap Group/Total number of students</td>
<td>Percentage of Total School Population</td>
<td></td>
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<tr>
<td>----------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Free/Reduced Lunch - 470</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities - 143</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>English Language Learners - 144</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>African American - 35</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Asian - 86</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Hispanic - 77</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander - 7</td>
<td>less than 1%</td>
<td></td>
</tr>
<tr>
<td>2 or more races - 64</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Measurable Gap Goal</td>
<td>Strategy Chosen to address goal</td>
<td>Activities chosen to implement strategy</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>By 2024, River Ridge Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 21.7% in 2019 to 60.8% as measured by the school report card.</td>
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